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## INTEGRACE JAZYKOVÉ A OBSAHOVÉ VÝUKY V HODINÁCH AJ NA DRUHÉM STUPNI ZŠ

## LANGUAGE AND CONTENT LEARNING INTEGRATION IN LOWER-SECONDARY EFL CLASSES

**Diplomová práce:** 2011–FP–KAJ– 150

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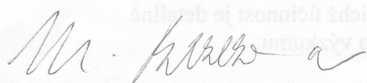
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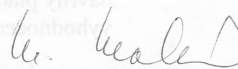
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Název DP: INTEGRACE JAZYKOVÉ A OBSAHOVÉ VÝUKY V HODINÁCH AJ NA DRUHÉM STUPNI ZŠ

Vedoucí práce: PaedDr. Zuzana Šaffková, CSc., M.A.

Cíl: Diplomová práce zahrnuje akademický výzkum a praktické ověření teorie týkající se využití prvků strategie CLIL k rozvoji motivace žáků v hodinách anglického jazyka.

Cílem práce je prokázat, že integrace jazykové a obsahové výuky pozitivně ovlivňuje motivaci žáků druhého stupně k výuce anglického jazyka. Smysluplný vzdělávací obsah se v tomto propojení stává prostředkem pro rozvoj jazykových dovedností, což vede žáky k pozitivnějšímu přístupu k výuce.

Zpracování praktického projektu, analýza a interpretace výsledků v uvedené diplomové práci prokáží porozumění metodám analýzy teoretických východisek a jejich kritického zhodnocení a schopnost využití teoretických závěrů při volbě vhodných metod při výuce cizího jazyka.

Posouzení efektivnosti teorie a zvolených metodických postupů v praxi dále ukáže schopnost využití evaluace jako nezbytné strategie hodnocení celého výzkumu.

Specifikou uvedeného projektu je názorná ukázka možnosti integrace výuky AJ a některého z témat vyučovaných v OV na druhém stupni ZŠ.

Požadavky: Platnost hypotézy diplomové práce bude ověřena v hodinách anglického jazyka na některé ze základních škol.

Metody: Na základě studia odborné a metodologické literatury jsou vypracovány návrhy plánu hodin anglického jazyka, jejichž účinnost je detailně vyhodnocena pomocí metod kvalitativního výzkumu.

Literatura: MEHISTO, P., MARCH, D., FRIGOLS, M. J. Uncovering CLIL. Oxford: Macmillan Publishers Limited, 2008.

DALTON-PUFFER, Ch., Discourse in Content and Language Integrated Learning (CLIL) Classrooms. Amsterdam: John Benjamins Publishing Company, 2007.

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LOKŠOVÁ, I., LOKŠA, J., Pozornost, motivace, relaxace a tvořivost dětí ve škole. Praha: Portál, 1999.

## Čestné prohlášení

**Název práce:** Integrace jazykové a obsahové výuky v hodinách AJ na druhém stupni ZŠ

**Jméno a příjmení** Hana Dujčáková

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Hana Dujčáková



I would like to thank my supervisor,  
PaeDr. Zuzana Šaffková, CSc., M.A., for her support and advice.

## **Anotace**

Tato diplomová práce se zabývá vlivem integrace obsahového a jazykového vzdělávání (Content and Language Integrated Learning - CLIL) na motivaci žáků druhého stupně. Cílem je dokázat, že zařazení CLILu do výuky na druhém stupni pozitivně ovlivňuje přístup žáků k jazykové výuce angličtiny, aniž by negativně ovlivnil efektivitu obsahové výuky.

Poznatky z teoretické oblasti této práce byly aplikovány v praktickém výzkumu, do kterého bylo zapojeno 21 žáků šesté a 12 žáků deváté třídy. V praktickém šetření byla gramatika a slovní zásoba anglického jazyka vyučována na základě vybraných témat z občanské výchovy a zároveň poznatky z občanské výchovy byly uvedeny i upevňovány v anglickém jazyce. Tento způsob výuky, založený na logické integraci obsahu a jazyka, představuje alternativu k tradičnímu přístupu k výuce a poskytuje žákům možnost poznat smysluplný a podnětný způsob učení.

Výsledky získané ve výzkumu jsou založeny na analýze dat z dotazníku, pozorování a na ústní zpětné vazbě od zúčastněných žáků. Tyto výsledky dokazují, že CLIL má pozitivní vliv na motivaci a tím i na aktivní přístup k výuce žáků druhého stupně. Také efektivita CLILu byla potvrzena.

**Klíčová slova:** motivace, výuka cizích jazyků, angličtina, předmětová integrace, obsahové a jazykové vzdělávání, občanská výchova a angličtina, CLIL (Integrace obsahového a jazykového vzdělávání)

## **Abstract**

The diploma thesis deals with the impact of Content and Language Integrated Learning (CLIL) on lower-secondary learners' motivation. The aim is to prove that CLIL usage positively affects the lower-secondary learners' approach to learning English while it still remains effective in the content area.

The findings from the theoretical area were applied in the practical research in which 21 learners (Class 6) and 12 learners (Class 9) were involved. In the practical investigation English grammar structures and vocabulary were taught on the basis of the topics chosen from Civics and the content knowledge from Civics was introduced and also consolidated in English language. As the alternative to the traditional approach to teaching and learning process, content and language were integrated in a logical way so that the learners could experience meaningful and stimulated mode of learning.

The results based on the scale questionnaire, teacher's observation and oral feedback from the learners proved that CLIL has got a positive impact on the learners' motivation and thus their active approach to learning, and confirmed its effectiveness.

**Key words:** motivation, foreign language learning, English, subject integration, content and language learning, Civics and English, CLIL (Content and Language Integrated Learning)

## **Annotation**

Die Diplomarbeit beschäftigt sich mit dem Einfluss der Integration der inhaltlichen und sprachlichen Ausbildung (Content and Language Integrated Learning - CLIL) auf die Motivation der Schüler der Sekundarstufe. Das Ziel ist beweisen, dass die Einführung des CLIL in den Unterricht der Sekundarstufe positiv die Einstellung der Schüler zum Englischunterricht beeinflusst, ohne dass es auf die Effektivität der inhaltlichen Ausbildung wirkt.

Die Erkenntnisse des theoretischen Teiles dieser Arbeit wurden bei der praktischen Forschung, in die 33 Schüler eingegliedert wurden, angewendet. In der Beobachtung wurde die Grammatik und der Wortschatz der englischen Sprache auf Grund der ausgewählten Themen der Sozialkunde unterrichtet und gleichzeitig wurden die Erkenntnisse der Sozialkunde im Englischunterricht verwendet und befestigt. Diese Art des Unterrichtes, die an der logischen Integration des Inhaltes und der Sprache gelegt wird, stellt die Alternative zur traditionellen Einstellung zum Unterricht vor und bietet den Schülern die Möglichkeit des sinnvolles und anregendes Lernen an.

Die in der Forschung erhaltene Ergebnisse sind durch Analyse der Daten aus dem Fragebogen, Beobachtung und der mündlichen Rückkopplung der beteiligten Schüler begründet. Diese Ergebnisse weisen nach, dass CLIL einen positiven Einfluss auf die Motivation und damit auch auf die aktive Einstellung der Schüler der Sekundarstufe zum Unterricht hat. Auch die Effektivität des CLIL ist bestätigt.

**Schlüsselwörter:** Motivation, Fremdspracheunterricht, Englisch, Fachintegration, inhaltliche und sprachliche Ausbildung, Sozialkunde und Englisch, CLIL ( Die Integration der inhaltlichen und sprachlichen Ausbildung)

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## 1. Introduction

Tomáš Garrigue Masaryk stated: “After all, one forgets almost everything that is taught in schools; however, the interest, which once aroused, lasts”<sup>1</sup> (Čapek 1969, 47). In general, to arouse students’ interest has been seen as a crucial point in any learning. Professionally speaking, this is called motivation. This work focuses on the problem of motivation in connection to learning foreign languages at lower-secondary schools. More precisely, this diploma thesis deals with learning English as a foreign language.

It is commonly agreed that English as a foreign language is learned best in English speaking countries. Even the opinion that “classrooms are widely considered to be places where languages cannot really be learned” (Dalton-Puffer 2007, 2) was expressed. Although it would be perfect to involve all lower-secondary students in studying English abroad, the possibility to learn languages in this way is restricted by economical, political and also social factors. Therefore, to enable students to learn English in the best possible way requires taking the problem from the other side and ‘bring the foreign country into the classroom’. To be more specific, to create the conditions with similar characteristics as they would be when learning English abroad can become a solution to this problem.

One of the possible ways to set such conditions in the classes is represented by content and language integration learning. The aim of this work is to examine whether the content and language integration usage can lead students to a positive approach to learning English and to verify this method in practice in terms of its effectiveness and the impact on lower-secondary learners’ motivation.

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<sup>1</sup> Vždyť člověk zapomene skoro všechno, čemu se na školách učil, ale ten zájem jednou vzbuzený trvá (English version was translated by the author of the diploma thesis).

## 2. Motivation

To begin with, it is clear that motivation plays a crucial role in any kind of the learning process; therefore, it is necessary to explain what is meant by the term. 'Motivation' is an umbrella term which gives answers to the questions about the reasons of humans' behaviour such as the attractiveness of the goals; willingness to overcome obstacles and the time during which a person is willing to hold the target without giving up. Motivation "explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity" (Dörnyei, 2001, 7). Thus, while thinking about motivation we look for the answer to the basic question: Why? Why do humans behave as they do?

The Austrian psychologist Viktor Emil Frankl founded logotherapy in which it is possible to find the answer to the question about the reasons of humans' behaviour – about motives. "Frankl agrees with Maslow that the will to meaning is what a human being seeks for" (Drapela 2008, 147).<sup>2</sup> The meaning is present in each situation and a human should look for and answer the challenge by discovering it. One of the possibilities of experiencing the meaning in a concrete situation is taking the action including for instance work, hobbies, doing sports and so on. It can also be some valuable experience such as successful performance. However, it can work only under the condition that both taking the action and genuine human experience are meaningful. These ideas are supported by the results of empirical inquiries which show that people prefer meaningful work to the well paid one (Drapela 2008, 148-152). To sum up, we can say that if an activity is to be a powerful motivator, its meaning has to be present and also recognized.

---

<sup>2</sup> Frankl souhlasí s Maslowem, že vůle ke smyslu je tím, „oč jde člověku především“ (English version was translated by the author of the diploma thesis).



As it has already been explained, according to Frankl, one of the basic human motives is searching for meaning. Applying this idea to the educational process, it is likely that a teacher can attract students' interest by enabling them to experience meaningful learning. Therefore, there is a need to help students recognize the meaning in the pedagogical situation so that their motivation for studying is positively influenced. What is more, the experience of meaningful learning can become the starting point in the process of qualitative motivation change in which the extrinsic motivation is being transformed into the intrinsic one.

Practically speaking, one of the ways to enable students to experience meaningful learning is letting them come into contact with the real world during the time of a pedagogical situation. However, this is not entirely possible in the classroom. On the other hand, a quite natural situation will be set up if the learning process, taking place in the classroom, is somehow connected to the real world. To be more specific, if students go through such a learning situation which makes sense in their real world, the familiarity will help them understand the purpose of learning itself and the value of education as a whole. Such a learning situation is believed to become an important motivational factor.

The real world can be brought into the classroom by several means including integration of different school subjects which is the main theme of this work.

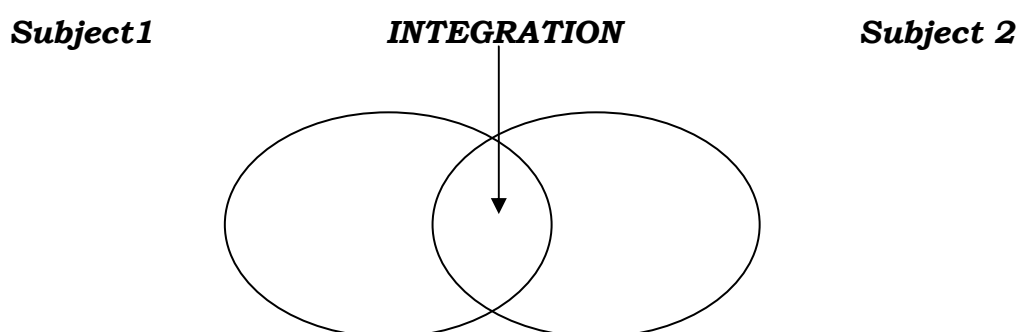
### 3. Integration

At the end of 19<sup>th</sup> and beginning of 20<sup>th</sup> centuries the reform movement arose from the criticism of the traditional education. With the requirement of a change teachers and experts from around the world created their own pedagogical conceptions. These reform attempts have had some characteristics in common, for instance the focus on children natural development support, active learning, individualization, cooperation, the principle of concentration and globalisation of teaching content (Kasper et al. 2009, 111-113). From this base new ideas grow and continue to enrich the pedagogical development. Among these ideas the idea of integration has become significant at present.

Generally speaking, integration is “the act or process of combining two or more things so that they work together” (Oxford Advanced Learners’ Dictionary 2005, 807). At school there are three areas of integration depending on the criterion of what is combined. Firstly, different levels or types of school can be integrated. Secondly, the students with a variety of handicaps are educated together with ordinary pupils (Podroužek 2002, 11). The third and for this work most important kind of integration is the synthesis of school subjects.

The subject integration can be defined as the act or process of combining two or more subjects. This is usually based on the similarity of subjects combined.

**Figure 1: Integration of two subjects**



This kind of integration presupposes the existence of two or more school subjects that all have their own objectives and are organised to form one unit. In this unity of subjects a new shared objective, which takes the topic or problem as a whole, arises (Rakoušová 2008, 15). By connecting the school subjects the integration reduces fragmentation of the curriculum and allows understanding of relations among these subjects. Integration in this sense creates an overall view of the thematic unit and so we can say that it brings the world into the classroom.

The most commonly known kinds of subject integration are combinations of natural sciences (Physics, Science, Geography) and of human sciences (History, Civics). This is based on the familiarity of their topics. Additionally, the integration of content and language subjects is recognized. The content and language integration importance has recently increased along with the importance of such topics as European integration and globalization and is worth dealing with it in this work.

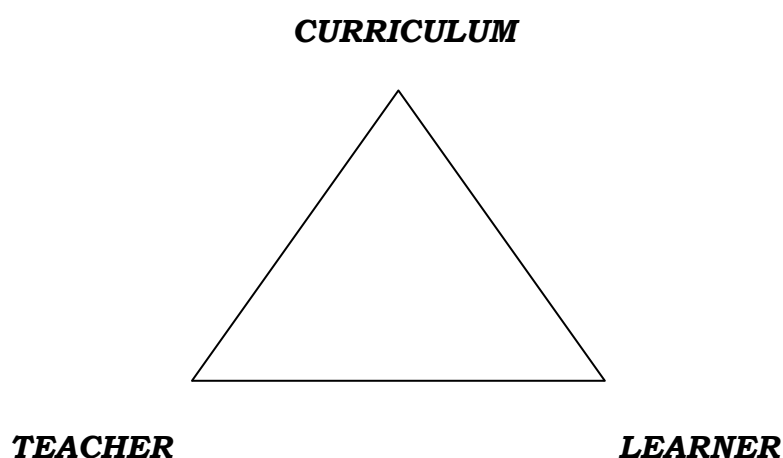
## **4. Content and Language Integration**

Commonly used school subject integration is typically based on the similarity of subjects and also their topics which have been brought together and have formed the coherent whole. However, content and language integration differs from this type for the reason that the two subjects integrated are not of a similar kind. In such a case, teaching a content subject is combined with teaching a foreign language. Since this requires thorough explanation, it will be useful to look at the issue from the heart of the matter and different angles.

### **4.1 Didactic Triangle**

At first, let's think about teaching as a process which presupposes internal connections between its fundamental elements (Skalková 2007, 111-112). In other words, each teaching is a system which involves elements that influence each other so that there are relations between these elements as well as between the whole system and its surroundings. The first who highlighted this basic structure of teaching was Johann Friedrich Herbart, a German founder of pedagogy as an academic discipline. The simplified version of this concept includes three vital elements: a teacher, curriculum and learners; its scheme is called Herbart's or didactic triangle.

**Figure 2: Didactic triangle**



Besides the three basic elements the didactic triangle shows the relations between them:

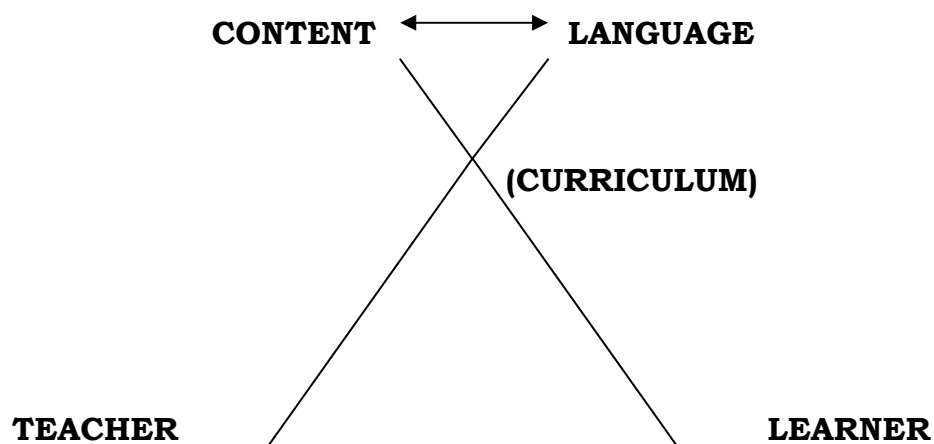
1. teaching (student – teacher);
2. learning (student – curriculum);
3. didactic transformation (teacher – curriculum).

All three basic elements (teacher, student and curriculum) and the relations occur in any kind of integrated teaching. Nevertheless, the integration of content and language requires a specific view at the curriculum and the changes resulting from it.

#### **4.2 Content and Language Didactic Triangle**

In order to explain the content and language integration it will be useful to adapt the didactic triangle in such a way that the ‘curriculum’ element will be divided into two separate units. As a result, the ‘curriculum’ unit transforms into an umbrella term being replaced by two other units ‘content’ and ‘language’. Each of these two units carries the same weight as they are of equal significance. The curriculum transformation is clearly shown in Figure 3.

**Figure 3: Content and Language Didactic Triangle**



In the diagram, four basic elements (teacher, student, content and language) are clearly demonstrated. The extension of the 'curriculum' element influences also the relations between the elements in the didactic triangle so that they transform. Since one element is added, the relations extend as follows:

- |                            |   |
|----------------------------|---|
| 1. teaching                | a) teacher – student;                           |
| 2. learning                | a) student – content;<br>b) student – language; |
| 3. didactic transformation | a) teacher – content;<br>b) teacher – language; |
| 4. integration             | a) content - language.                          |

Apart from the elements extension, the relations between them have to be clarified too.

To start with, a teacher and a learner are involved in the relation so that teaching takes place. Teaching is based on a pedagogical situation created by the teacher in collaboration with the learner in a certain environment and under specific conditions. In simple words, the teacher teaches and both the teacher and the learner learn in the emerging social interaction. Teaching is the only category that has not been transformed in the didactic scheme.

Furthermore, the relations between 'content' and 'teacher' (didactic transformation) and 'content' and 'learner' (learning) have been doubled because of the bifurcation of the 'curriculum' element. In the process of the didactic transformation the teacher as an expert transforms curriculum so that it is simplified according to the students' particular cognitive level but it still remains accurate. While integrating the curriculum, the teacher has to be able to transform both content and language. Thus, it is necessary for the teacher to be

an expert in two fields of knowledge. Alternatively, the didactic transformation can be done in cooperation of two or more teachers. Similarly, the pedagogical situation places dual demand on a learner in the process of acquiring the curriculum – learning. However, it is the teacher's responsibility to transform curriculum with regard to the learner's ability and comprehension.

Finally, the new relation within the integration of content and language has emerged between these newly formed elements in the transformed didactic scheme. In comparison, the successful general integration depends on the familiarity of topics and therefore on the suitability of subjects integrated. Thus, we can say that the subjects somehow agree with each other. In contrast, the familiarity of the themes disappears in content and language integration where, in the most basic sense, two totally different areas are combined: the linguistic discipline aimed at the learner's ability to communicate in a target language on one hand and the domain of knowledge in the sense of acquiring facts on the other hand. In this way, the integration serves as a means of teaching two subjects which complement each other; nevertheless, it also brings tension as Dalton-Puffer emphasises: "This relationship, despite the presence of the word "integrated", is characterized by a good deal of tension and sometimes conflict in the two areas" (2007, 5). The tension lies in the fact that there is the necessity for teachers to solve the problem of balancing the more or less orientation of the learning process to either content or language.

To sum up, the transformed didactic triangle demonstrates qualitative changes in one of the basic elements - curriculum, which was doubled into two units of equal importance (content and language). The relation between these two new elements forms the basis for content and language integration which is characterised by

the fact that the two qualitatively different elements complement each other and stand against each other in tension at the same time. This can become the source of creative work for teachers; however, it can cause problems too. Various solutions to this problem have arisen during the times and are the main issue of the following chapter of the thesis.



## **5. Content and Language Teaching Classification**

Various combinations of content and language integration have become known worldwide. These take the forms of three basic possible types which are used in the learning process. The division is based on the expected learning outcomes as previously indicated.

At first, when the emphasis is given to the learning of content, the non-native language serves only as a medium of instruction. Although there is no doubt that a learner benefits from learning in the target language, the outcome of the content-based unit is the knowledge that comes from the content area. These approaches are called content-driven, and Immersion Education is the best known example.

Similarly, the language-driven approaches emphasise learning the target language, so the final outcome is always aimed at the language field. The content, in a form of different topics from a wide range of subjects, functions as a base for developing language skills. Communicative language teaching and Task-based learning belong to the language-driven types of content and language integration.

Additionally, the third kind of content and language integration differs from the previous two in the fact that it places emphasis on both content and language in the learning process. Consequently, the outcome is doubled and the importance of both content and language is highlighted. CLIL (Content and Language Integrated Learning) is the example of such an educational approach.

To summarize, there are three kinds of different approaches to content and language integration usage. The third one is the most complex, because it combines features of content-driven and language-driven approaches so that in this kind of approaches the entire integration occurs.

## **6. CLIL in Theory**

The acronym CLIL stands for Content and Language Integrated Learning, an educational approach. In contrast to any traditional or modern language-teaching approaches, CLIL is a fusion of both content and language learning and this is reflected in the category of teaching objectives.

### **6.1 CLIL Terms Definition**

In the first part of this work the term ‘integration’ in general and also in connection with content and language teaching was demonstrated. At this point, it is also necessary to explain what is meant by the terms ‘content’, ‘language’ and ‘learning’ in connection to CLIL.

#### **6.1.1 Content Learning**

The term ‘content’ stands for the subject matter of the curriculum. Thus, content is a kind of knowledge of facts about a wide range of various subject matters. The form, in which content is presented, depends on the sources that are almost limitless. With regard to education and CLIL, “Content is the subject or the CLIL theme” (Coyle et al. 2010, 53). However, here the boundaries of the content sources do exist, after all. The content has to be chosen from the curriculum but not necessarily from the curricular subject. On the other hand, this is the only restriction that has to be taken into account.

Furthermore, selecting the CLIL content within the area of educational curriculum is not bound but flexible. The subject matter of the CLIL unit can be any school subject as well as a topical issue taken from the curriculum, either national or of a particular school. The school subjects preferred are “concerned with science subjects or those in the field of social sciences in 12 countries. In half of these

countries provision of this kind also covers artistic subjects or physical education (Eurydice 2006, 24). The choice of subjects or topics varies from country to country and often regional policies and school educational programs matter too. Other important content sources of CLIL content are cross-curricular themes and the life itself.

Acquiring knowledge in a form of facts is one of the three building blocks of content learning. Standing alone it would not be efficient enough, because it is quite complicated for a learner to include fragmented facts into a coherent whole independently without guidance. As a result, two other building blocks including skills and thinking are needed to be added to the whole. Coyle et al. point out that “for CLIL teaching to support effective learning, it has to take into account not only the knowledge and skills base, but also cognitive engagement by the students” (2010, 29). Therefore, the final curriculum objectives in a form of Key Competencies (skills), which represent the official expected outcomes at the end of lower-secondary school education, will not be fulfilled, unless the focus falls also on the development of higher-order thinking. In order to ensure that relevant cognitive demands are included in setting content objective, it is helpful to consider certain attributes of learning tasks that are in compliance with different types of thinking. For example, the Bloom’s taxonomy which represents the outline of six different types of thinking can be applied.

In brief, to learn the content does not mean only to acquire facts. It includes also cognition at the appropriate level of thinking and skills in a form of Key Competencies as they are expressed in the Framework Education Programme for Basic Education (primary and lower secondary). The content resources are almost unlimited if they correspond to the curriculum.

### **6.1.2 Language Learning**

Theoretically speaking, language is a structured system of symbols that somehow conveys the meaning. It is a means of human communication, either spoken or written. As the structured system the language is to be learned or acquired. As a tool for human communication the language intends to be used. In other words, the most basic purpose why people use the language is to understand and be understood.

Having considered the language taught in CLIL settings, it can be any of the languages in the world except a learner's mother tongue. It is obvious that some languages are preferred to others. „Close examination of CLIL target languages reveals that English, French and German are the most widespread foreign target languages” (Eurydice 2006, 18). The CLIL languages are usually the learners' foreign, regional or minority or second ones, i.e. other state official languages. The choice depends on the country and context. However, in most countries, the CLIL language is a foreign or minority language (Eurydice 2006, 16-19).

To specify the term 'language' in connection to this work, various terms which describe a language referring to any non-native language used in CLIL settings can be found in literature, for instance 'CLIL vehicular language' (Coyle et al. 2010) or 'an additional language' (Mehisto et al. 2008). The terms used in this work are 'CLIL language' or 'the target language'. Both terms equally refer to English as the CLIL language which is not a learner's mother tongue.

Bearing in mind language learning, there are two ways to reach the objectives: language learning-studying and language acquisition. Language learning-studying suggests that the target language is taught and studied consciously often in language classes. The

language studying is typically connected with the preference of teaching form and it leads to accuracy. Alternatively, fluency as a result of language usage is usually the effect of the language acquisition which can be described as “the ability to acquire language naturally and subconsciously” (Harmer 2007, 50). In simple words, the language is being picked up in a natural way similar to the first language acquisition and from the natural context in which a learner is being exposed to the source of the target language (Harmer 2007, 50-51). In contrast to traditional ways of teaching languages in classes, where the language studying is prioritised, CLIL setting offers the occasion for combining both the language studying and acquisition so that the language is not only studied but also picked up within the language usage in the specific CLIL environment. This combination is clearly shown in Figure 5 (The Spiral of Language Progression) in Chapter 6.2.2 The Language Triptych.

In short, the basic purpose of both language learning-studying and language acquiring is communication. These two kinds of learning can be weighted up not only in CLIL settings. Nevertheless, for CLIL this combination is regarded as a standard.

## **6.2 Connecting Content and Language**

“CLIL is not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both” (Coyle et al. 2010, 1). The suggested innovation lies in the fact that CLIL is dual-focused which means that the focus is placed on both content and language learning. Previously fragmented content and language learning is combined into one learning experience so that the content and language are taught at one time, although the main focus can fall on one or another. Coyle et al. stress that “the crucial point here is that, no matter whether issues concerning the content or the

language are dominant at a given point, neither must be subsumed or the interrelationship between the two ignored“ (2010, 28).

### **6.2.1 CLIL Objectives**

The interrelationship between the content and language is clearly expressed in the primary objectives - the central CLIL categories. Since neither content nor language objective can be omitted, this approach results in the dual focus. Therefore, both, the content and language objectives aim to be achieved in cooperation between a teacher and a learner. Additionally, the third category of objectives is represented by the development of ‘skills’, that comes into play in Mehisto’s work, and ‘culture’, which is emphasised by Coyle.

To begin with, Coyle regards culture as one of the central categories. He focuses on the integration of culture with other CLIL objectives. Culture is considered an essential part of CLIL unit. “It is therefore our responsibility to investigate the most accessible means through which our learners can work alongside other learners from different cultures and with different cultures” (Coyle et al. 2010, 64). Thus, to understand different cultures is considered an essential skill in multilingual societies where people of different nations live together and various languages are used.

Alternatively, Mehisto et al. place emphasis on the development of learning skills and considers them as the third basic element. Learning skills are not examined further in this work, because they are expressed in the final outcomes of the lower secondary school education in a form of Key Competencies; therefore, it is obvious that they have to be included in any teaching for the reason that they form together with content and a language complements the coherent whole.

Both Mehisto who emphasises skills and Coyle with his focus on culture agree on the fact that the innovation in CLIL is manifested primarily in connection with dual-focused objectives within the CLIL unit. That is why the focus on content and language integrated objectives is underlined in this work. That does not mean that the two mentioned above are less important.

### **6.2.2 The Language Triptych<sup>3</sup>**

The connection of content and language is clearly reflected in the triangle scheme which Coyle calls 'The Language Triptych'. In this diagram the idea of the close association of content and language learning is expressed: "In CLIL settings it is necessary for learners to progress systematically in both their content learning and their language learning; then using language to learn is as important as learning to use language – both are requirements" (Coyle et al. 2010, 35). Thus, the content learning is articulated in the idea of 'using language to learn' and the language learning in the idea of 'learning to use language'. Both are fundamental components of CLIL learning.

In consequence, three perspectives, which the target language is worth analysing from, establish three types of language (one for each perspective) which are required to examine in any CLIL unit:

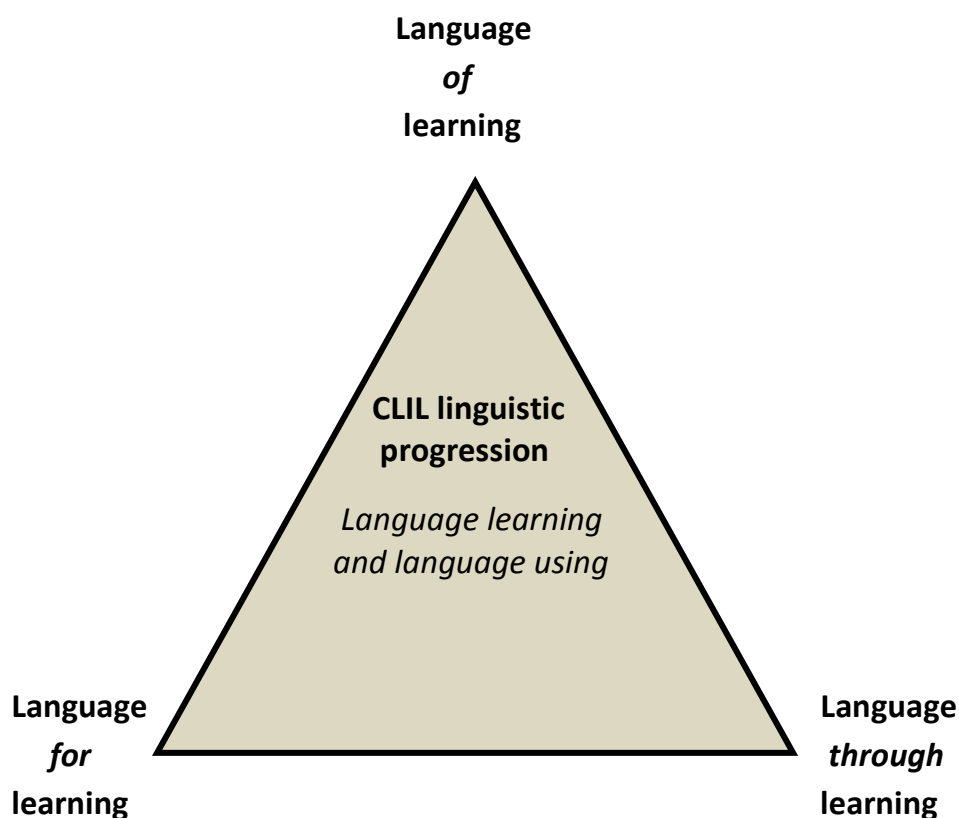
- language of learning;
- language for learning;
- language through learning.

The following Figure 4 demonstrates the combination of language learning and language using from these three perspectives – three types of language.

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<sup>3</sup> Adapted from Coyle et al 2010, 35-38

**Figure 4: The Language Triptych** (Coyle et al. 2010, 36)



First of all, while this type of language perspective called 'language of learning' offers also an occasion for language learning, it is generally connected to learning content. It stands for "language needed for learners to access basic concepts and skills relating to the theme or topic" (Coyle et al. 2010, 37). The perspective of 'language of learning' shows the need of language that provides access to comprehension of the content given. Without clear understanding of the CLIL content, any CLIL task with its ultimate dual-focused objective cannot be accomplished successfully.

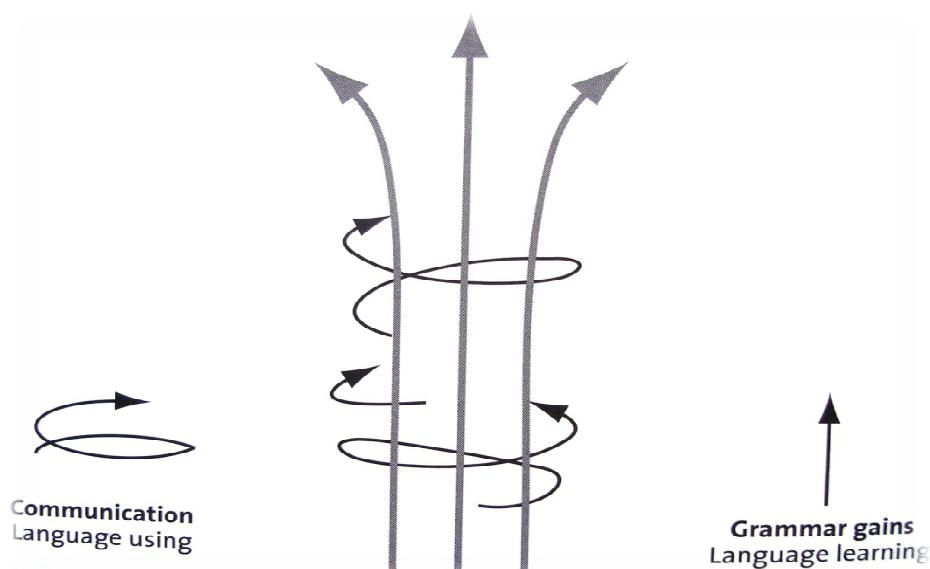
Furthermore, the 'language for learning' "is the most crucial element for successful CLIL. As it makes transparent the language needed by learners to operate in a learning environment where the medium is not their first language" (Coyle et al. 2010, 62). Obviously,



learners require learning strategies to operate the language along with the task during the lesson. The learners need to be supported in developing specific communicative skills to make it possible for them to communicate their ideas, opinions, feelings and expressing themselves in general. The purpose of analysing this kind of language is that it enables the learners to cooperate with one another and with a teacher and that it develops “a repertoire of speech acts which relate to the content” (Coyle et al. 2010, 37).

Additionally, the perspective of ‘language through learning’ is based on the learner’s cognitive development through deeper understanding of content knowledge which has to be articulated in the target language. “In CLIL settings the new meanings are likely to require new language. This emerging language needs to be captured, recycled and developed strategically by teachers and learners” (Coyle et al. 2010, 37). How the language using and learning proceed in the spiral of language progression is clearly demonstrated in Figure 5.

**Figure 5: The spiral of language progression** (Coyle et al. 2010, 38)



As Figure 5 shows, when new problems and demands occur during the CLIL units, new needs of language are required so that the unexpected progress is established through the language used to communicate ideas in connection with language learning based on grammar gains. These two grow from the content knowledge base and are integrated in the spiral of progression.

The Language Triptych, i.e. the language ‘through’, ‘for’ and ‘of’ learning, represents three perspectives from which the close connection of content and language has been examined. They represent the learners’ language needs in connection to different contexts which occur in the pedagogical situations associated with CLIL.

In conclusion, the fact that the focus in CLIL falls on both content and a language has to be stressed once more. In this chapter the language triptych as well as the category of dual-focused objectives clarifies the importance of internal relationship between content and language in CLIL. The fusion, which has to be accepted and cannot be omitted, is the most basic characteristic of CLIL. This innovation is precisely what makes CLIL new and different.

## **7. CLIL at Schools**

It is believed that “the ideal situation for children learning a second language is to live in the country where the language is spoken” (Moon 2004, 1). The explanation of the rationale for CLIL shows that it can partially substitute this ideal learning situation mainly by meaningful input which is brought into the classroom with content and language integration; however, apart from evident benefits, it has also some pitfalls.

### **7.1 CLIL Demands and Benefits**

To begin with CLIL demands, there are two groups of requirements. The first one places greater demands on a CLIL teacher or teachers. It is true that preparing a CLIL lesson is challenging and time-consuming. The preparation requires setting two objectives from two different areas. Also the process of integrating them into one CLIL unit needs plenty of time to be thoroughly prepared. CLIL also requires advanced, i.e. higher-order, thinking - especially analysis, synthesis, evaluation and creativity. With a group of teachers there is the necessity of being able to cooperate with one another, accept different opinions and bring the problem to agreement.

The second demand is placed on a learner and concerned with the effectiveness of the learning process. The biggest worry is that the content knowledge will not be acquired and CLIL learners will not be as successful at content learning as the students’ who study in their mother tongue. However; these concerns are not always well-founded. “Academic results reflecting testing in a wide variety of subjects show that students generally achieve the same or better results when studying in a second language. Unexpectedly, students in CLIL programmes often even outperform their peers in regular programmes on first-language reading, writing and listening tests” (Mehisto et al. 2008, 20). The reasons relate to the fact that CLIL

students have to be more careful and pay greater attention not only to the received messages but also to given ones in their communication. “They become more skilled at using language in general” (Mehisto at al. 2008, 20).

As far as other benefits are concerned, CLIL offers a wide range of advantages which can positively influence the learning process and also learners’ development. Among others, CLIL benefits include:

- developing communication skills;
- introducing holistic view – ‘bringing the world into the classroom;
- extending time intended for teaching language;
- “building intercultural knowledge and understanding;
- developing multilingual interests and attitudes;
- increasing learners’ confidence in both the language and the subject being taught” (europa.eu 2010);
- increasing learners' motivation.

The last listed but not less valuable benefit - motivation plays a crucial role in any kind of the learning process. Thus, it plays the same role in a CLIL unit. “Even in language classes, students are likely to learn more if they are not simply learning language for language’s sake, but using language to accomplish concrete tasks and learn new content” (Mehisto at al. 2008, 11). It is important to emphasise that CLIL as a tool for increasing learners’ motivation can be useful even for teachers who are not interested in other benefits.

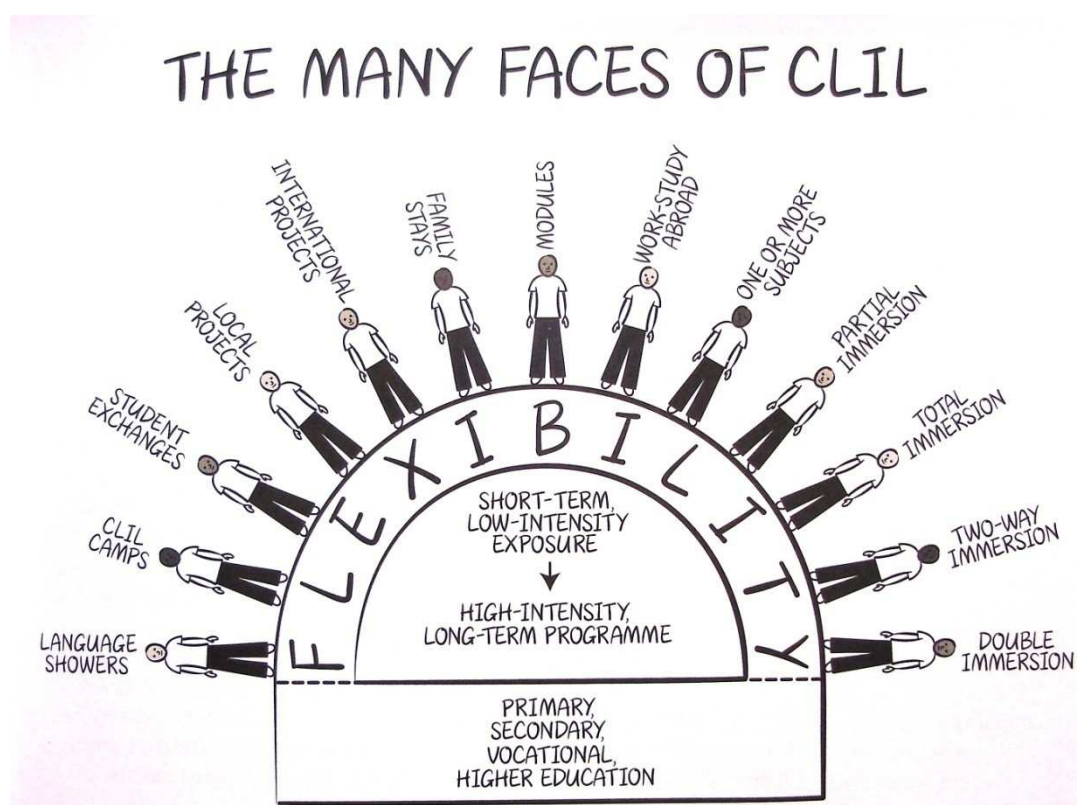
Generally speaking, using CLIL in the learning process implies difficulties as well as benefits. The significant fact is that the demands can be reduced by sharing CLIL materials, lesson plans and ideas with the CLIL teachers’ community which any teacher can establish or join these that already exist, for instance CLIL Teachers’

Web Guide: [webguide.wordpress.com](http://webguide.wordpress.com). With no doubt, the CLIL benefits contribute to the effectiveness of the learning process. Therefore, the demands are balanced or even surpassed by the benefits.

## 7.2 The CLIL Scale

As CLIL is an umbrella term, it covers a wide range of different approaches and methods which vary from each other. The rich scale of different options is well shown in Figure 6.

**Figure 6: The Many Faces of CLIL** (Mehisto et al. 2008, 13)



It is clear that CLIL is just as flexible as it can be. It can be used at primary, secondary, vocational and higher educational level. Also the intensity of language exposure (from low to high) and the amount of time (from short-term to long-term programmes) is not fixed but can be adapted to almost any conditions.

Therefore, CLIL teachers are not bound by some strict rules but can use their own imagination and be creative provided that specific methodological principles that are recommended for CLIL teaching are respected. These are examined in the following chapter.

## **8. Principles of CLIL methodology**

CLIL covers a large number of activities, procedures and methods from different sources. CLIL “cannot be separated from standard good practice in education. CLIL is a value-added approach that seeks to enrich the learning environment” (Mehisto et al. 2008, 27). Therefore, in terms of application of CLIL any major change in using teaching strategies has not to be done necessarily. Some of the basic CLIL strategies correspond with these that have been developed by the educational concepts during the Reform Movement in 19<sup>th</sup> century (Dewey, Ferriere, Montessori, Parkhurst). The importance of principles of individualisation and cooperation as well as the positive learning environment and authenticity of materials used in CLIL classes are suggested not only for CLIL but also other current methodologies.

### **8.1 Positive learning environment**

Teachers play an important role in setting and influencing a learning environment. Their attitudes towards students and education have a great effect on learners’ performance and motivation for studying. Therefore, they the teachers are expected to make a positive contribution to the educational environment they help to create.

As positive, it is regarded such a learning environment which:

1. systematically focuses on the fulfilment of the task so that the teacher highlights the importance of learning progress and also expects high level of students’ performances and good behaviour during the lesson (Lašek 2007, 11-12);
2. provides support and motivates students by means of individual feedback and encouragement from which students are able to recognize the teacher’s interest (Kyriacou 2004, 79-80);

3. is based on mutual respect and interaction between the teacher and students in the sense that the teacher prefers the democratic style of classroom management to autocratic and liberal

The positive learning environment helps to increase learners' motivation by letting students feel respected and comfortable. Under such circumstances, learning becomes the main focus for students. The positive learning environment is undoubtedly one of the most important conditions without which CLIL cannot succeed.

## **8.2 Active learning**

The democratic style of communication helps to build supportive environment in which learners take over the responsibility for their learning. Thus, the learners become active subjects of education in contrast to the traditional educational style where they have been treated as passive objects. Active learning involves students into the educational process as equal participants and this fact positively affects their independence and motivation.

In practice, active learning means for instance that students' talking time tends to exceed the teacher's talking time. Furthermore, learning by doing involves students in setting content and language objectives and in evaluating learning outcomes. The teachers are seen as facilitators rather than sources of knowledge (Mehisto et al. 2008, 29).

To summarize, involving students into the educational process as equal participants plays a crucial role in the process of learning and as such it cannot be separated from the CLIL practice.



### **8.3 Co-operation**

It is well-known that a human being is a social being; therefore, the social context of learning has to be taken into account and the respect to individualities of learners should be balanced by the principle of cooperation.

Contrary to competition, cooperation is based on shared achievement of collective objectives in the sense that the participants rely on one another. Therefore, for one person to achieve the goal it is necessary to cooperate with other members of the group. This supportive relation is called positive mutual dependence. The cooperation is characterized by the fact that the whole group benefits from the effort of an individual and the other way round (Kasíková 2010, 27).

In the classroom, two kinds of cooperation can take place. Firstly, tutoring, which supposes one student helping another one, is considered a very natural social situation that contributes to learning of both students: the one who teaches and the one who is taught. Secondly, cooperation as learning together is regarded as the interactive social situation in which all participants share the goal as well as devices needed to achieve it and also the responsibility for the success or failure. Everyone contributes to the collective work, even though some individuals more than the others (Kasíková 2010, 30-31).

In practice, a lot of various methods and activities can be used to support cooperation in the classroom including discussions, problem solving, working on a specific product, role playing, etc. (Kasíková 2010, 51-53). Moreover, the project work, which is a specific kind of group work based on cooperative learning, is involved.

To summarize, language learning is based on communication and the communication is the social interaction between people. Therefore, it is quite natural that the cooperative learning is preferred in CLIL settings. In other words, for CLIL to be effective it is necessary to follow the principle of cooperation.

#### **8.4 Scaffolding**

Another principle of CLIL methodology is based on Lev Vygotsky's work. Vygotsky stressed the importance of the social interaction between the participants of the learning process in which a teacher plays the role of a supporter who helps a learner to learn 'by building the scaffold' around them without direct interfering into the learner's cognitive development.

According to Mehisto et al. scaffolding in the class implies "building on student's existing knowledge, skills, attitudes, interests and experience" and also "challenging students to take another step forward and not just coast in comfort" (2008, 29). These ideas can be easily expressed as the principles of individualization and personalisation with the focus on the learners' experience of success.

In simple words, scaffolding stands for positive expectations and social context in which the learner receives help by the teacher or classmates. As well as the other principles, it represents an important part of the learning process connected to CLIL.

#### **8.5 Dual focus**

All the principles mentioned above form the basis which builds a good practice and helps to motivate students for further studying. What distinguishes CLIL methodology is the multiple focus which includes content and language. Therefore, the only change in the methodology, which is required to create a CLIL unit, is associated with dual-focused objectives and with the process of integrating them

into the CLIL unit. The focus on content and language integration and the feature of the integration itself were explained in the theoretical part of this work, precisely in Chapter 6.

In conclusion, this chapter showed that CLIL basic methodological principles do not differ from standard good practice. Its principles are shared by many other current methodologies. What make CLIL different from the others is the value-added principle of the dual, i.e. content and language, focus. However, in the basic principles such as the positive learning environment, cooperative learning, scaffolding and active learning, CLIL definitely corresponds with other modern methodologies.

## **9. CLIL: Practical Guide <sup>4</sup>**

For teachers to be able to create CLIL units appropriately core theoretical principles, which CLIL is based on, have to be explained, because “for CLIL to be effective, certain fundamental principles must be recognized as essential – it is not the case that any kind of teaching or learning in another language is CLIL” (Coyle et al. 2010, 48).

Coyle et al. identify some basic phases in the process of creating the CLIL programme which suit the context specific to the particular environment and circumstances. These phases guide a teacher from creating their own vision for CLIL, analysing the CLIL context, theoretical planning and preparing the unit to evaluating CLIL in action and reflection. Coyle et al. also provide useful instructions by summarizing main points in a form of reflective questions (see Appendix 1). All these are not necessary to answer, but it is helpful to choose some - especially the ones that are relevant to the specific context. The stages listed above are the subjects matter of this chapter.

### **9.1 A Shared Vision**

To begin with, a shared vision for CLIL can be identified as the vision which is shared by the teachers who cooperate to reach the specific outcomes in their classes. In other words there has to be at least one teacher or a team of teachers who design, discuss, agree on, set up and describe the CLIL long-term goal or goals called global goals. It is obvious that the global goals can change over time; however, at the beginning the participants should clarify the reasons for using CLIL. Simply, the first stage gives the answer to the question ‘What do I want to achieve by following CLIL approach in my classes?’

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<sup>4</sup> Adapted from Coyle et al 2010, 48 - 68

## **9.2 Analysing the Context**

“There is neither one preferred CLIL model, nor one CLIL methodology. The CLIL approach is flexible in order to take account of a wide range of contexts. Individual contexts have to define how integrated learning can be realized” (Coyle et al. 2010, 48). By the context it is understood the local situation which varies according to national curricular requirements (State Education Programme and Framework Education Programme). “Although CLIL does involve a new approach and a certain degree of change, it can easily fit into the parameters established by the national or regional curriculum” (Mehisto et al. 2008, 27).

Further, the regional policies, curricular requirements of a particular school (School Education Programme), type of the school, its size, the number of teachers and the subjects involved should be analysed before CLIL units come to realization. The analysis should also contain any support given or anticipated problems.

## **9.3 Planning the CLIL Unit**

Planning the unit is considered a necessary phase before a teacher starts preparing a concrete CLIL unit. The aim of this stage is to create a planning mind map for CLIL unit in several basic steps that involve content, communication and cognition as already explained in the theoretical part, more precisely in Chapter 6.

At first, the content of the unit has to be chosen. To consider the theme of the unit, learning goals are required to be set up first in the field of knowledge. The global goals of a shared vision have to be taken into account too. As CLIL is a content-driven approach, the choice of content appears to be an essential step for further planning.

In the second step the content is connected to cognition. “This process ensures that the cognitive level of the CLIL unit relates to the

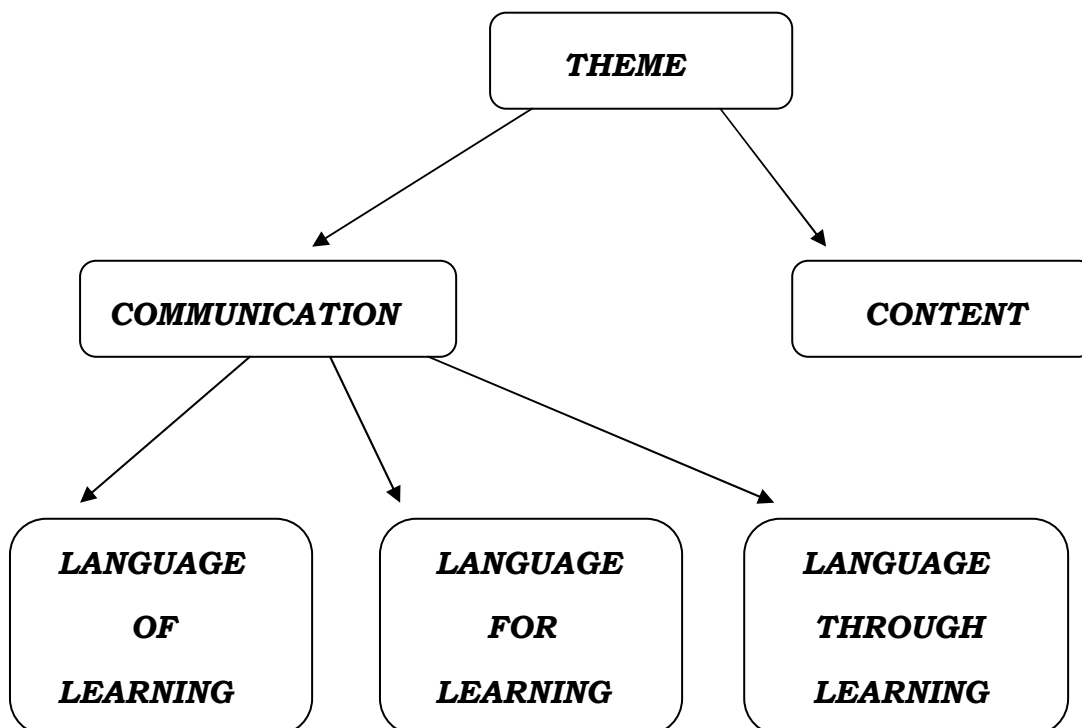
learners' own levels of cognitive development" (Coyle et al. 2010, 58). Bloom's taxonomy usage is recommended.

In the third step communication is added to a mind map by analysing the 'Language Triptych'. The first demand is 'language of learning' that is required for students to be able to understand and communicate the content given. This is usually key vocabulary and phrases. Moreover, it consists of grammar and language needed to use the vocabulary such as the language of describing and explaining.

The language for learning is the language students need during the lesson. For instance, as students working on a task cooperate, they need the specific language to communicate their ideas. As Coyle et al. explain "in CLIL settings the learner will need to be supported in developing skills such as those required for pair work, cooperative group work, asking questions, debating, chatting, enquiring, thinking, memorizing and so on" (2010, 37). The language with different functions is needed in order for the students to complete the task and present the work, for instance describing or drawing conclusions.

By the 'language through learning' it is meant the language that emerges during the lesson spontaneously without any planning. Although it is impossible to predict everything, a teacher should be ready to take any opportunity arisen in the CLIL lesson to support students' language extension and improvement, so it is necessary to prepare strategies for these unexpected situations such as using dictionaries or appropriate kinds of feedback.

**Figure 7: Mind map template** (adapted from Coyle et al. 2010, 56)



After the content has been chosen and the language needs analysed, a concrete mind map is created. As Figure 7 demonstrates, the mind map gives a teacher an overall view on what it will be necessary to prepare for the CLIL unit. This is done in a helpful schematic way that shows the whole in simplified version.

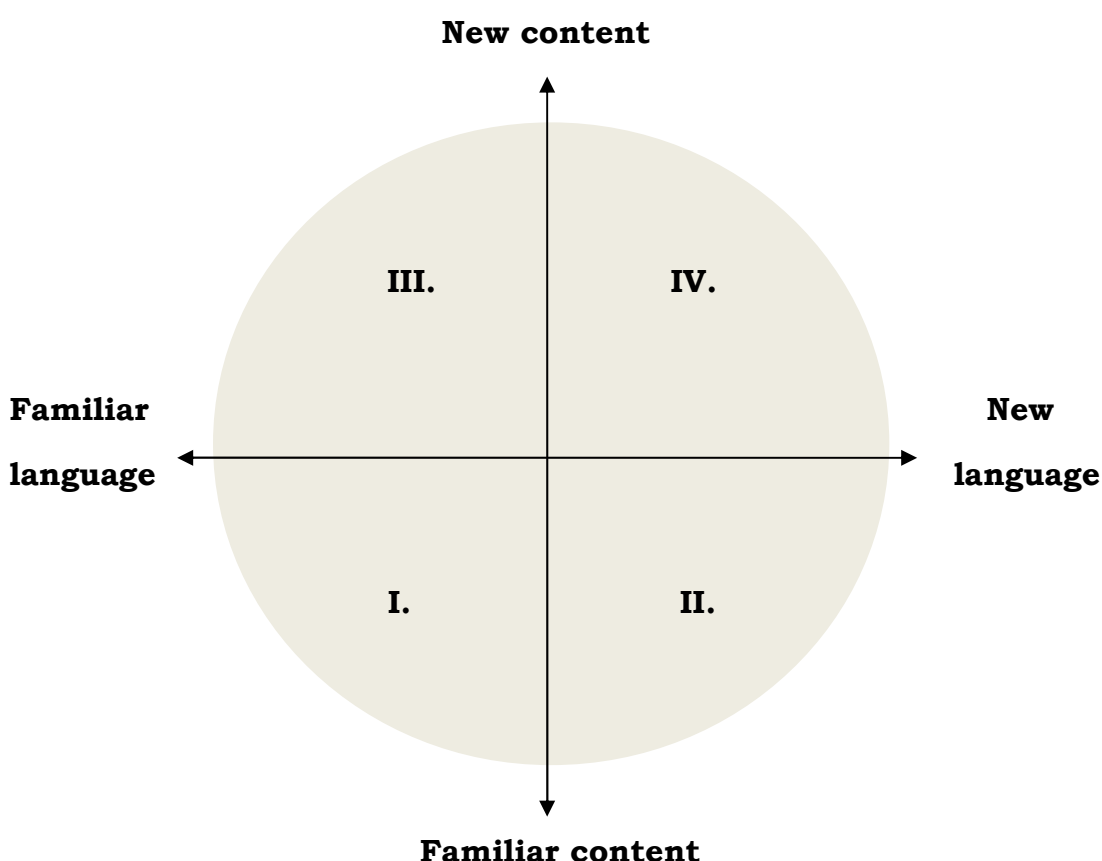
#### **9.4 Preparing the CLIL Unit**

At this stage concrete lessons or activities are prepared with regards to the mind map created at the previous stage. “It involves bringing together good practice in non-CLIL settings with alternative approaches in order to match the demands of the teaching aims and outcomes determined by the unit” (Coyle et al 2010, 65). The same principles as for the ordinary lesson preparation are applied to the preparation of the CLIL lesson. The common standard includes setting the goal of the lesson which has to be doubled for CLIL.

Furthermore, the standard preparation consists of analysing the learner (age, language level, number, motivation, interests, distinctive individuals), the role of a teacher and learning context (classroom, monolingual, bilingual or multilingual class).

Preparing the lesson also means creating materials and tasks and choosing activities. This choice of the appropriate activities and creating materials are considered such an essential part of CLIL unit preparation that it requires closer explanation. For this purpose Coyle et al. introduce the 'planning circle' which is based on combination of content and language familiarity and novelty and which can be used not only for preparation of materials but also for the choice of activities.

**Figure 8: Planning Circle** (adapted from Coyle et al. 2010, 95)





The planning circle is divided into four parts; each of them describes the combination of content and language along with their novelty and familiarity. When the familiarity of both occurs (part I.), the activity/material is intended to settle learners and is not challenging. If the new language is combined with familiar content (part II.), then the specialist language is introduced, however, there is a danger that the focus on language can be exaggerated. Then, it can become an obstacle in content learning. The third option (part III.) combines new content with familiar language (Coyle et al. 2010, 95). This seems to be ideal situation, because the language is comprehensible while learning the new content. However, the language learning cannot be ignored in CLIL settings. This is not the case of the fourth option (part IV.) in which both content and language are developed equally. In this case the danger lies in overloading the curriculum. Thus, the ability of balancing between content and language in one CLIL unit is considered essential.

Moreover, the CLIL unit also requires assessment. There are various kinds of the assessment among which the currently recommended kinds are: portfolio, peer-assessment and self-assessment; mainly because these kinds enable students to be active participants.

In general, the preparation of the CLIL unit is similar to standard lesson preparation. The difference lies again in the doubled curriculum. There are four combinations of familiarity and novelty; each of them has its advantages and disadvantages. The familiarity and novelty of content and language has to be kept balanced and this is the crucial point of successful CLIL learning.

## **9.5 Evaluating the CLIL Unit**

To be able to improve further, it is obvious that there is a need to evaluate any lesson by means of critical reflection. From this perspective, the evaluative need for a CLIL unit is doubled, because it aims not only at language but also cognitive goals. As Coyle et al. emphasise, “One of the greatest challenges for CLIL teachers is to develop a learning environment which is linguistically accessible whilst being cognitively demanding – one in which progression in both language and content learning develops systematically” (2010, 67).

For considering all necessary information from the CLIL unit we can use a checklist which is a commonly used method for any evaluation. The CLIL checklist can be designed as a concept for any CLIL unit, based on the Mind Map that is created especially for a particular lesson or combine these two concepts. The questions from Appendix 1 can serve as a guide for creating the CLIL unit checklist.

Another helpful means for the evaluation the CLIL unit is ‘The CLIL Matrix’ recommended and adapted by Coyle et al. It is a graphical representation of lesson performance - a square chart which is divided into four quadrants; each describing both cognitive and linguistic demands while distinguishing two levels - low and high.

**Figure 8: The CLIL Matrix** (adapted from Coyle et al. 2010, 43)

<b>COGNITIVE DEMANDS</b>	<b>high</b>	<b>2</b>	<b>3</b>
	<b>low</b>	<b>1</b>	<b>4</b>
		<b>low</b>	<b>high</b>
		<b>LINGUISTIC DEMANDS</b>	

Quadrant 1 is meant for indicating low level in language and also content and it “might build initial confidence in learners” (Coyle et al. 2010, 44). Quadrant 2 implies a higher level of cognitive demands, whereas the linguistic one remains the same. The following shift either to quadrant 4 with high linguistic but low cognitive demands or to quadrant 3, in which both linguistic and cognitive demands are high, depends on progression of learners.

The advantage of this kind of evaluation is the fact that it can be done before as well as after the CLIL unit takes place. The expectations before the lesson can then be compared to actual results achieved. Furthermore, there is the possibility for teachers to use the CLIL Matrix repeatedly for more than one CLIL unit and so trace the development of their students. For instance, if the teacher is to teach

one topic during the three CLIL units, the CLIL Matrix will clearly show the improvement in students' language and content knowledge.

The reflection is another important means of evaluation of the CLIL unit which involves the teacher's self-reflection, reflective discussion with their colleagues and also sharing knowledge with teachers outside the school in a town, region, country and the world. Building CLIL resources or contribution to the resources which have already been established, for instance on the Internet, is also the way of developing the potential of CLIL lessons.

In this chapter CLIL fundamental methodological principles were highlighted in five basic steps. They form a basis for the practical implementation of CLIL by helping to create a particular CLIL programme. This concrete CLIL programme is the first step in the process of application CLIL into practice.

Based on the theoretical findings, the following hypothesis can be formulated: integration of content and language learning can become an effective way of learning a subject matter that can positively influence lower-secondary school learners' motivation to English language learning. In such a learning setting, meaningful educational content becomes a means of developing both language skills and a variety of subject knowledge and leads students to a more positive approach to learning.

In the practical part of this work the following research questions will be answered:

1. Is the unit in which CLIL is used effective in both directions?
2. Does the usage of CLIL influence the students' motivation positively?

Since it is important to prove that there is not a negative impact of the CLIL usage on the students' learning, the first question will be answered by the analysis of the success or failure of the attainment of CLIL objectives. The second question will be examined on the basis of the students' feedback and will confirm or disprove the hypothesis. The analysis of implementation of three concrete CLIL units in lower-secondary school classes will give the answers to these research questions.

## **10. CLIL in Practice**

This chapter focuses on the practical application of knowledge of the theoretical and methodological principles to a concrete situation. The chapter is divided into two parts, creating the CLIL programme and analysing three concrete CLIL units.

### **10.1 CLIL Programme**

Firstly, a shared vision is expressed in a global goal. In this work the global goal was partially consistent with the hypothesis. Therefore, the question: 'What do I want to achieve by following CLIL approach in my classes?' was answered and the global goal established as 'increasing students' motivation for learning English'.

Secondly, the CLIL context was analysed. This CLIL programme was a short term plan in which individual CLIL units were not taught regularly but occasionally during the time period from February to May 2011. The practical project took place in Elementary school Pivovarská 15 in Jablonec nad Nisou. The two classes were involved: Class 6 and Class 9. The classes were monolingual. In the class 6 there were twenty-one students (eight girls and thirteen boys) from eleven to twelve years old. They had been studying English for six year and used the textbook 'Project 2'. Their level of English language proficiency corresponded to the expected level of the 6<sup>th</sup> grade students according to the Pivovarská School Education Programme which is based on the Oxford University Press' textbooks Projects. There were usual individual differences between students. About a half of the students were quite motivated for studying. This class was divided neither for English lessons nor for Civics. I taught them English and Civics.

In class 9 there were twelve students (six girls and six boys) aged from fourteen to fifteen. Their motivation to studying was not very high. It was similar with their English which was not of such a

level as it should be according to the School Education Programme. They studied English from the textbook 'Project Plus' and I taught them English but not Civics.

The CLIL programme was taught by one teacher only, because no one wanted to participate. The reasons given were great demands of time and work. The preferred teaching style of the only CLIL teacher is the democratic one but sometimes the authoritative elements are involved in the teaching. The teacher of this CLIL programme is the author of this work.

Furthermore, it has to be clear what language was involved. "In the Czech Republic CLIL type provision focuses exclusively on foreign languages" (Eurydice 2006, 16). The most common foreign language taught in primary and secondary schools in the Czech Republic is English and English was also the CLIL language used in this programme.

Fourthly, the main content of CLIL units was Civics which belongs to the educational area 'Human and Society'. Although Civics was the only school subject involved in CLIL, it offered a rich source of topics from 'the orientation in different life situation', 'the environment' to 'the national and world institutions and organization'. In addition, another important source of content for the CLIL unit was represented by the cross-curricular themes which are partially involved in Civics in the School Education Programme.

To sum up, the motivation as a global goal was set up and the CLIL context focusing mainly on the key players, establishing English as the CLIL language and the sources of the content were analysed according to the questions from Appendix 1. By following all the criteria mentioned above three CLIL lessons were designed: *The EU Countries*, *The Earth Hour* and *A Four-leaf Clover*.

## **10.2 The EU Countries**

The European Integration is one of many topics included in Civics. What is more, it also represents a topic of 'the Education towards Thinking in European and Global Context', which is one of the six cross-curricular themes. Therefore, in this lesson the English language was integrated not only with Civics but also with the 'Education towards Thinking in European and Global Context' was partially covered by the same activities.

'The Education towards Thinking in European and Global Context' emphasizes the European dimension in education and training citizens in building responsibility and creativity. Its themes are based on building the interest in Europe and the world, the roots of European civilization, the European Integration and the EU institutions.

The activities for the CLIL unit which involves two lessons (Civics and English) are based on the book 'Evropská unie v kostce' and 'Europe in 12 lessons' which is written by Pascal Fontaine. For all materials, see Appendix 3.



### **10.2.1 The EU Countries: Lesson Plan**

**Global goal:** to increase students' motivation for learning English

**Topics:**     **the EU Countries + the EU Founding Countries**

**Level:** 6<sup>th</sup> grade (6.B)     **Timing:** 1 activity (Civics); 1 lesson (English)

**Content Objectives:** to list the 27 European Union countries; to present the six EU founding countries: Germany, France, Italy, Belgium, Netherlands, and Luxemburg

**Language Objectives:** to introduce English names of EU countries; to practise comparative and superlative forms of adjectives; asking questions

**Learning outcomes:** By the end of the CLIL unit learners will be able to name six EU founding countries in Czech and also in English (knowledge). They will be able to name some other EU countries in both languages (knowledge) and compare EU founding countries to the Czech Republic in English (analysis).

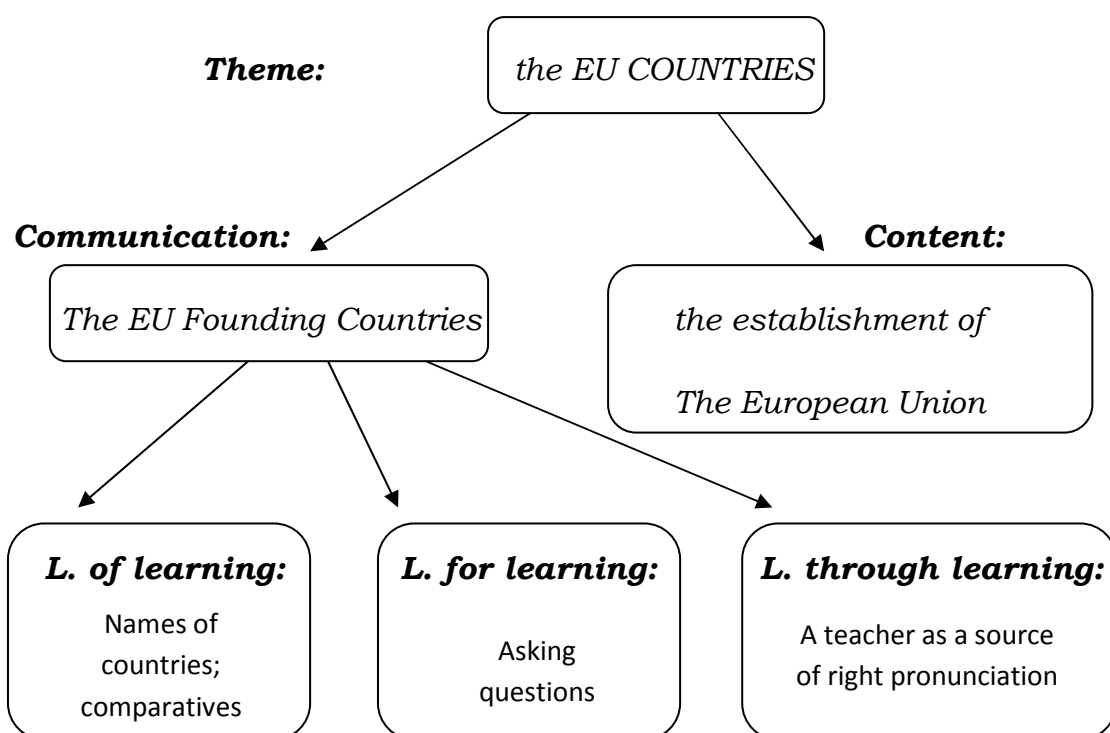
**Assumed knowledge:** Students know that there is the European community called the European Union which brings together European countries. Students recognize the EU symbols: the EU flag, anthem and motto (United in diversity) and identify 9<sup>th</sup> May as the Europe Day. They are able to explain that it was this day when the idea of EU was expressed the first time.

Students understand the form and function of comparatives and superlatives of adjectives.

**Anticipated problem:** The teacher has to consider the learners' negative approach to learning English typical of this group of learners.

**Materials:** Worksheets for Civics and for the English lesson

## Mind Map:



## CLIL Matrix:

COGNITIVE DEMANDS	high	2	3
	low	1	4
		low	high
		LINGUISTIC DEMANDS	

## **Procedure:**

### **1. Civics activity: Stage 1: Map of Europe; IW + GW**

Aim: asking questions in English: How do you say 'Finsko' in English? What is the English name of this country?

Timing: 15 minutes

### **2. English lesson: Stage 1: A Blank Map; GW, IW**

Aim: to revise names of the EU countries orally; to revise names of the EU founding countries orally and in a written form

Timing: 15 minutes

### **Stage 2: Speaking – Compare the Czech Republic to the EU founding countries; GW, PW**

Aim: to introduce the word 'populated' and its pronunciation; to help learners orient themselves in the basic data on countries; to practise comparatives and superlatives of adjectives (large, old, populated, etc.)

Timing: 15 minutes

### **Stage 3: Writing - Compare the Czech Republic to the EU founding countries; IW**

Aim: to practise different forms of comparatives and superlatives of adjectives (large, old, populated, etc.)

Timing: 10 minutes

### **10.2.2 The EU Countries: Reflection**

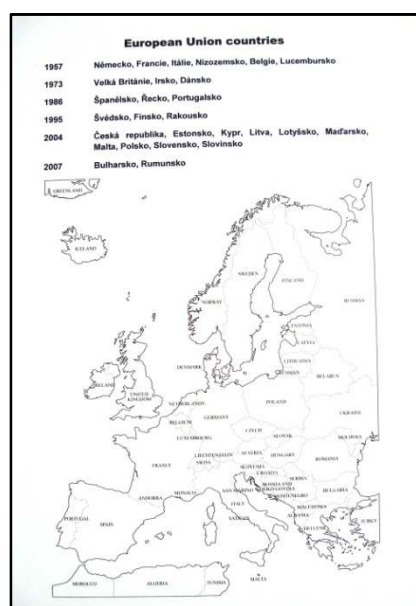
To begin with, this CLIL unit was taught in Class 6 (twenty-one students). In this case the CLIL unit represented the combination of one activity taught in a Civics lesson with the whole English lesson which followed the day after.

#### ***The Civics lesson:***

In the first part of the Civics lesson the establishment of European Union were revised and the year in which The Czech Republic joined the EU introduced. The first part of the lesson represents the standard Civics lesson taught in the Czech language.

#### ***CLIL unit: The Civics lesson – Stage 1:***

In the second part of the Civics lesson the CLIL unit started with the worksheet activity in which pairs of students had to match



the Czech names of all twenty-seven European Union countries listed at the top of a worksheet with their English equivalents on the map of Europe. They coloured in the countries according to the year in which they had joined the EU. The choice of used colours was free with the exception of the EU founding countries (1951) which were expected to be coloured in with red as the most distinctive colour (see Appendix 3 n. 1).

As the EU founding countries were the first item on the list of all EU countries, they were taught as an important example so that all students understood the instructions which were given in Czech. The rest of the countries in the worksheet was put forward as a problem (problem teaching) to the students.

Since the students did not know all the countries names in English they had to ask the teacher about them. The first students' questions were asked in Czech. However; instead of the direct answer to the question, the teacher said: "I'm sorry. I don't understand". The answer was unexpected but it set the natural situation which is quite common when a foreigner comes to any English speaking country. The students were forced to use English to elicit the answers from the teacher. Since this moment till the end the Civics activity was taught in English.

To help students with the activity, the questions "How do you say 'Finsko' in English?" and "What is the English name of this country?" were written on the blackboard as the example sentences. Although not every student asked a question, they still benefited from listening to the right pronunciation of the names of the EU countries.

Since the students were immersed in the task, they did not pay full attention to what others asked about. As a result, the teacher answered the same questions several times. After some time, the teacher's answers changed as follows: "Ask Karolina. Ask Kuba. Ask Jana". The students then had to ask their classmates who answered their questions. Consequently, the semi-controlled English conversation naturally aroused from the situation of the problem solving which was the unexpected but welcomed additional outcome.

### ***CLIL unit: English lesson - Stage 1:***

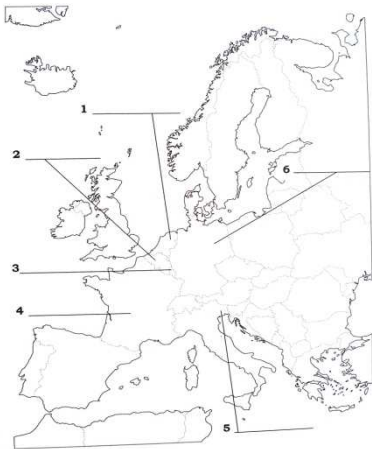
The English lesson took place the day after. It started with the question from the first page of a worksheet: 'Name as many countries as you remember'. The students tried quite successfully as they were able to name these countries: The Czech Republic, Poland, Germany, France, Great Britain, Italy, Spain, Finland, Sweden, Slovakia and Slovenia. Some students even remembered countries such as

Hungary, Latvia and Lithuania. After the revision of the names of the EU countries, the students coloured the six EU founding countries in the blind map and filled their English names in the gaps (see Appendix 3 n. 2). Therefore, the content from the Civics lesson was revised and prepared for application.

**The EU Founding Countries**

1. Name as many countries as you remember.

2. Colour in the six EU founding countries.



3. Compare the Czech Republic to the EU founding countries. Use these words:  
big / large    small    populated    old    young

Country	Capital	Area (square metres)	Population	Founded in
<b>The Czech Republic</b>	Prague	78 886	10 264 212	1993
<b>Luxembourg</b>	Luxembourg	2 586	442 972	1815
<b>France</b>	Paris	547 030	60 180 529	1958
<b>Germany</b>	Berlin	357 022	83 029 536	1919
<b>Netherlands</b>	Amsterdam	41 526	15 981 472	1568
<b>Belgium</b>	Brussels	30 510	10 289 088	1830
<b>Italy</b>	Rome	301 230	57 715 625	1861

## Stage 2:

The second page of the worksheet served for practising comparatives and superlatives of adjectives. The used topic corresponded with the content of the Civics lesson. The students guessed the meanings of words: populated, population, Capital and area. They created sentences to compare and contrast the Czech Republic to the EU founding countries, for example “The Czech Republic is larger than Belgium.” and “Germany is more populated than the Czech Republic” (see Appendix 3 n. 3). Then, they worked in groups of four. After one student said a sentence, for instance “France is larger than the Czech Republic.”; the other had to continue with another country, for example “Italy is more populated than the

Czech Republic.”, so that they had to orientate themselves in the countries data quickly. Further, they found the most populated and the largest countries and thus they practised superlatives.

### **Stage 3:**

After the speaking activity finished, the students practised all mentioned above in a written form. They wrote their own example sentences into the worksheets and then continued with writing in their exercise books.

### ***Reflection:***

With regard to content objectives, the students were able to name the six European Union founding countries and were aware of some of their basic characteristics. Furthermore, they knew that the Czech Republic is a member of the EU and the year it had joined the EU (2004). They could name some other EU members. Therefore, the content objectives were fully achieved.

In connection to language objectives, the students were able to name at least seven European countries in English; some even more. They were able to use comparatives and superlatives correctly to speak and write about the countries in English. In addition, they were able to solve simple problems by asking appropriate English questions.

As for the effectiveness of content and language integration, CLIL can be considered effective, because all the objectives were fulfilled. In addition, the time of exposure to English language was extended, as the English learning took place in the Civics lesson. Moreover, the content of the Civics was consolidated by using it in English lesson. Furthermore, the students were able to find the meaning in their learning, because a natural situation was set in the

classroom. This was also supported by the students' reaction from a motivational questionnaire (see Appendix 2).

Concerning the CLIL impact on the students' motivation, it was measured with a scale questionnaire (see Appendix 2). The students answered six questions about the lesson. Their opinions were: fourteen from twenty-one students considered the lesson interesting and enjoyed it; seven were in the middle. Fifteen students thought that they learned something from Civics and seven a lot. Eight learned a lot from English, the same number learned something and six learned little. What is interesting is the way the students valued their own activity during the lesson. Only five students said they were active, six thought their activity was in the middle and ten students underestimated themselves so much that they wrote they were active only a little. Lastly, the question whether they would like more such lessons in which Civics and English are taught together was answered negatively by two students, six were in the middle and thirteen students' responds were positive.

Taking into account the students' motivation questionnaire analysis, it is clear that about two thirds of students enjoyed the CLIL lesson, considered it interesting and would like to have more CLIL lessons. Based on the results from the questionnaire, observation of the students' involvement and their work, it is possible to conclude that CLIL lessons can motivate students for learning English even if there will always be students who might find this way of learning too complicated as they are used to the traditional approach which offers fragmented learning.



### **10.3 The Earth Hour**

This Civics lesson was taught in English so that the English language was integrated into content class where the topic about the humans' responsibility for the Earth was taught. This topic is of that kind which is taught every year regardless of the grade and is usually connected with the Earth Day that is celebrated worldwide on 22<sup>nd</sup> April.

Although one of the cross-curricular themes, the Environmental Education, is commonly included into Science subjects, especially into Biology, some of its topics correspond with Civics too. This happens mainly because of the fact that the Environmental Education is orientated to humans' understanding of relationship between people and their environment with the purpose to promote active and responsible approach to the environment. Especially 'the humans' actions' and 'the environment and humans' responsibility to the environment' topics are compatible with the Civics.

The Earth Hour is a global sustainability movement and is organised by WWF, World Wildlife Fund. Since 2007 the Earth Hour takes place every year. Every year individuals and organisations switch off the lights for one hour to demonstrate the support for the Earth. For the year 2011, the organizers decided to go beyond the hour and asked people over the world to take an action for the Earth. (earthhour.org 2011).

The lesson materials are based on the book 'Život pro planetu Zemi' written by Saugout and Ichbiah and on the two www pages: [www.earthhour.org](http://www.earthhour.org) and [www.youtube.com/watch?v=noDOMmuYrE&NR=1](http://www.youtube.com/watch?v=noDOMmuYrE&NR=1). For all materials, see Appendix 4.

### **10.3.1 The Earth Hour: Lesson Plan**

**Global goal:** to increase students' motivation for learning English

**Topic:**        **What would you do for the Earth if you were me?**

**Level:** 9<sup>th</sup> grade

**Timing:** 1 lesson (Civics)

**Content Objectives:** to present the Earth Hour Movement; to explain that everybody can contribute to the protection of the Earth

**Language Objectives:** to introduce vocabulary concerning the environment; to practise the 2<sup>nd</sup> conditional and to introduce 'If I were you...'

**Learning outcomes:** By the end of the unit learners will be able to explain the purpose of the Earth Hour Movement (comprehension). They will be able to list some examples of actions (knowledge) and apply them to their own life (application).

By the end of the unit learners will be able to say what they themselves can do for the Earth and give advice to others in English.

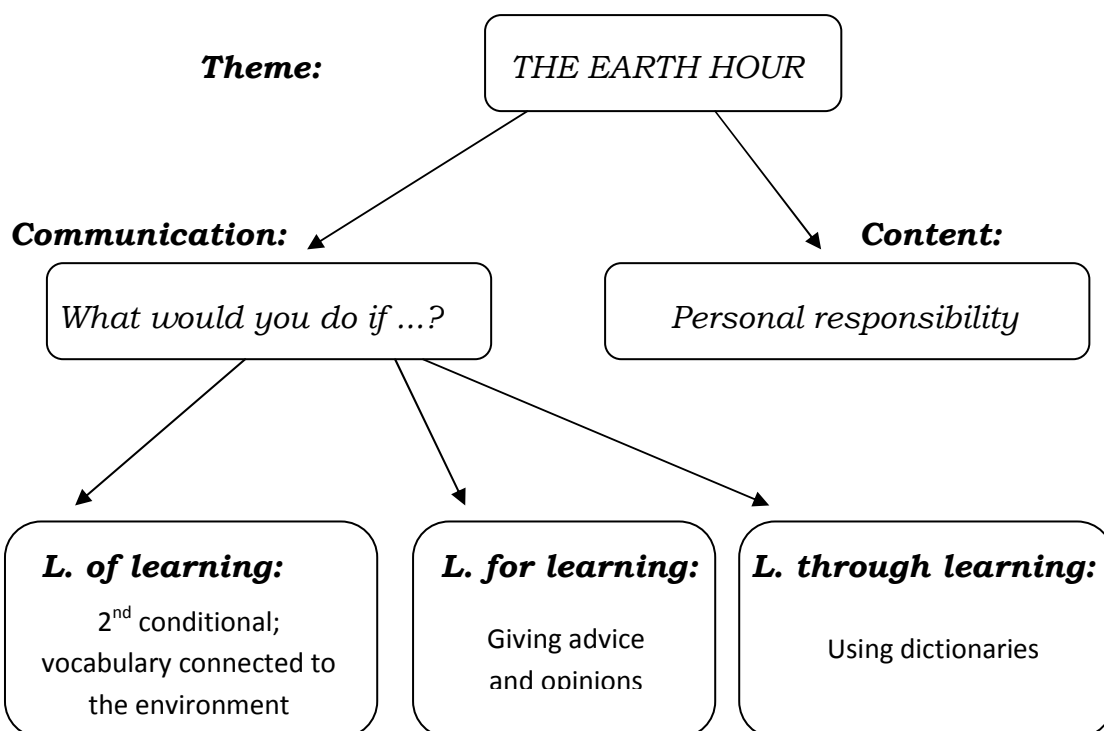
**Assumed knowledge:** Students understand that there are environmental problems caused by people behaviour. They are able to identify main global problems.

Students are able to describe the form and function of the 2<sup>nd</sup> conditional.

**Anticipated problem:** There are no expected problems.

**Materials:** Worksheets; an Interactive board and the Internet connection; dictionaries

## Mind Map:



## CLIL Matrix:

COGNITIVE DEMANDS	high	2	3
	low	1	4
		low	high
		LINGUISTIC DEMANDS	

## **Procedure:**

### **Stage 1: Presentation of the Earth movement**

Aim: motivation; introduction to the topic

Timing: 10 minutes

### **Stage 2: Matching; PW**

Aim: to introduce new vocabulary connected to the environment; to learn about various ways to help the Earth

Timing: 5 minutes

### **Stage 3: Introduction of 'I were' + Writing: What would you do if you were me? IW**

Aim: to explain usage of 'I were' in the 2<sup>nd</sup> conditional; to practise new vocabulary and the 2<sup>nd</sup> conditional; deeper understanding of someone's responsibility

Timing: 10 minutes

### **Stage 4: Speaking: What would you do if you were me? GW**

Aim: to give opinions and advice to other students in a particular situation connected to the topic

Timing: 15 minutes

### **10.3.2 The Earth Hour: Reflection**

This lesson was taught in Class 9. There were twelve students (six girls and six boys) aged from fourteen to fifteen. The Earth Hour lesson represented the CLIL unit taught in a Civics class.

#### **CLIL unit - Stage 1:**

Firstly, the students were introduced to the topic of the lesson by watching the official video for the Earth Hour 2011 (30 seconds version) on YouTube (<http://www.youtube.com/watch?v=noDOMmuYrE&NR=1>) and listening to the authentic speech: *One person has the power to make change but when we all come together, we can change the world. It starts on March 26, when we turn off our lights for Earth Hour. Now imagine what we could change if we go beyond the hour. If we all take an action in our daily lives, we can make our world a better place. Together our actions add up. On March 26 turn off your lights for Earth Hour.* The video was played two more times to allow the students to understand the speech with focus on the first sentence: *One person has the power to make change but when we all come together, we can change the world.* Further, on the basis of this sentence they tried to explain what the Earth Hour movement is about. To show everyone's responsibility, the students were asked what they themselves as individuals can do to help save the Earth. This brief discussion together with the teacher's commentary on reasons and history of the movement were performed in Czech.

#### **Stage 2:**

Secondly, from this stage English was used as a means of instructions. The students were given worksheets with the list of the new vocabulary relating to the environment, more precisely to the

ways to help the environment, for instance ‘use recycled paper’ or ‘use energy-saving bulbs’. These were practical actions which everybody can do in their everyday life. The students worked in pairs and matched the English phrases to their Czech equivalents (see Appendix 4 n. 1). Two minutes were enough to finish the work for all of them. Then, the results were checked together with the whole class as the individual students gave the right answers. If needed, a particular meaning, pronunciation or use were emphasised and drilled.

<b>Match:</b>	
1. Use public transport	a) Chodit po schodech
2. Walk the stairs	b) Používat úsporné žárovky
3. Use energy-saving bulbs	c) Používat veřejnou dopravu
4. Not leave the tap running when I brush my teeth	d) Zhasnout světla
5. Wear a sweater or sweatshirt when I'm cold	e) Nepoužívat klimatizaci
6. Switch off the lights	f) Nenechat vodu téct při čištění zubů
7. Not use air condition	g) Používat recyklovaný papír
8. Plant trees	h) Obléknout si svetr nebo mikinu, když je mi zima
9. Use my own bag when I go shopping	i) Sázet stromy
10. Use recycled paper	j) Používat vlastní tašku, když jdu nakupovat

### Stage 3:

Thirdly, with the help of the clues provided for the students on the second page of the worksheets the students shortly revised the second conditional form and function and were explained that in the 2<sup>nd</sup> conditional there can be used ‘I were’ instead of ‘I was’. After that they practised the 2<sup>nd</sup> conditional and vocabulary by responding to the teacher’s utterance: “I’d like to take an action for the Earth. What would you do if you were me?” Then, the students wrote sentences in the worksheets using the new vocabulary (see Appendix 4 n. 2) according to the example

**I’d like to take an action for the Earth.  
What would you do if you were me?**

(Write sentences. Use the cues and your own ideas.)

*If I were you I’d ride a bike to school.*

*If I were you I’d.....*

.....

sentence. Some students were asked to read the sentences they had created.

#### **Stage 4:**

This stage focused on speaking and group work. The students were divided into two groups, each of six members, according to their own choice. They decided on boys and girls groups. They sat in a circle and one of them chose a card (see Appendix 4 n. 3) with the inscription such as “I would like to save energy”. This student then said to other students that he or she would like to save energy and asked for advice: “What would you do if you were me?” The other students were expected to give advice saying for example “If I were you I’d turn off the lights” or “If I were you I wouldn’t leave the tap running when I brush my teeth”. The round was finished when every student in the group gave the advice. Thereafter, another student chose a card.

The students’ own ideas were invited and supported by allowing using dictionaries. However, the students preferred asking the teacher to looking for words in the dictionaries. They found it easier and more time-saving. Their ideas enriched the given vocabulary with some interesting expressions, for instance ‘clean energy’, ‘reducing carbon emission’ and ‘washing laundry in cold water’.

#### ***Reflection:***

In terms of content objectives, these were fully achieved: the Earth Hour movement was introduced appropriately and the fact that everybody could contribute to the protection of the Earth was understood so well that the students contributed to the lesson with their own ideas.

Language objectives were also successfully accomplished. The new vocabulary was introduced and practiced. It was even extended by the students' own ideas and, that is really important; they did it on their own initiative. The main grammar objectives, practising the second conditional and introducing structure 'If I were' in connection to it, did not cause any huge problems regarding the students' English level. With the affirmative sentences there was no problem; nevertheless, when the negative sentences were to be formed, some of the students did not manage it. However, this problem was quickly solved by the helping hand of their classmates. The teacher's assistance was not needed.

The CLIL usage in this lesson worked out and lived up to the expectations. Not only all the objectives were achieved but also the teacher became 'a facilitator' and the accomplishment of the activity was shifted to the students in the major part of this lesson. The time of the exposure to English language was extended as at least two thirds of the Civics lesson was taught in English.

The students expressed their opinions when filling in the motivational questionnaire (see Appendix 2). There were twelve students who filled in the questionnaire. Unfortunately, one of the students gave the highest mark to all the questions. Therefore, I decided not to include this questionnaire into the overall results because of the suspicious answers. The results are as follows: As for the effectiveness, six students thought they learned something and five that they learned a lot in Civics. Four students learned something and seven a lot in English. Three students considered their activity low, three high and the activity of five students was in the middle. Considering motivation, the interesting agreement occurred in the answers to the questions 1 (Did you enjoy the lesson?) and 5 (Do you think the lesson was interesting?). The results show that ten students



gave to both questions the highest mark and one student put the cross in the middle. The last question, whether they would like more such lessons in which Civics and English are taught together, was answered positively by six students and five answers were in the middle. Another interesting fact is that the students did not use the lowest mark in this feedback with one exception (their own activity) as mentioned above.

In terms of motivation, the lesson proceeded under the shared friendly, relaxed atmosphere with the focus on learning. The students experienced meaningful, interesting content taught in English which was presented as the language used on the Internet sites and therefore it was necessary to understand the background knowledge. The CLIL students worked independently, with an interest and enjoyed the CLIL unit a lot which they articulated in the anonymous feedback. Consequently, also in this lesson the usage of CLIL could motivate students.

#### **10.4 A Four-leaf Clover**

A four-leaf clover is a plant which is believed to bring good luck. The content objective of this CLIL unit was similar - to bring good luck by bringing good feeling about one's own value to every student. This was done by attribution of positive characteristics to students, which is one of the pedagogical tools.

In this CLIL unit the language learning was integrated not with Civics but primarily with one of the cross-curricular themes - the Personal and Social Education. Generally speaking, the Personal and Social Education theme develops the knowledge, skills, values and attitudes concerning the personality development as well as understanding people, their relationships, problems and communication between them. The purpose of including this cross-curricular theme into the secondary school curriculum is to help each student build a good relationship with oneself, others and the world. This is considered a prerequisite of life satisfaction. This theme constitutes the basic social skills and is meant as a prevention of socially pathological phenomena.

Personal and Social Education theme contributes to the development of positive self-image by helping to create positive attitude not only for oneself but also other people and that was the theme of this lesson.

The base of the prepared activities, the activity 'Sunflower' is taken from the book 'Globální výchova' written by Graham Pike and David Selby and adapted by the author of this work. For all materials, see Appendix 5.

### **10.4.1 A Four-leaf Clover: Lesson Plan**

**Global goal:** to increase students' motivation for learning English

**Topic:**       **Personalities**

**Level:** 9<sup>th</sup> grade

**Timing:** 1 lesson (English)

**Content Objectives:** to develop students' positive self-image

**Language Objectives:** to extend vocabulary describing character

**Learning outcomes:** By the end of the unit learners will be able to understand that everybody has their own value as humans (evaluation). They will be able to demonstrate this fact by expressing opinions about positive characteristics of their classmates (application).

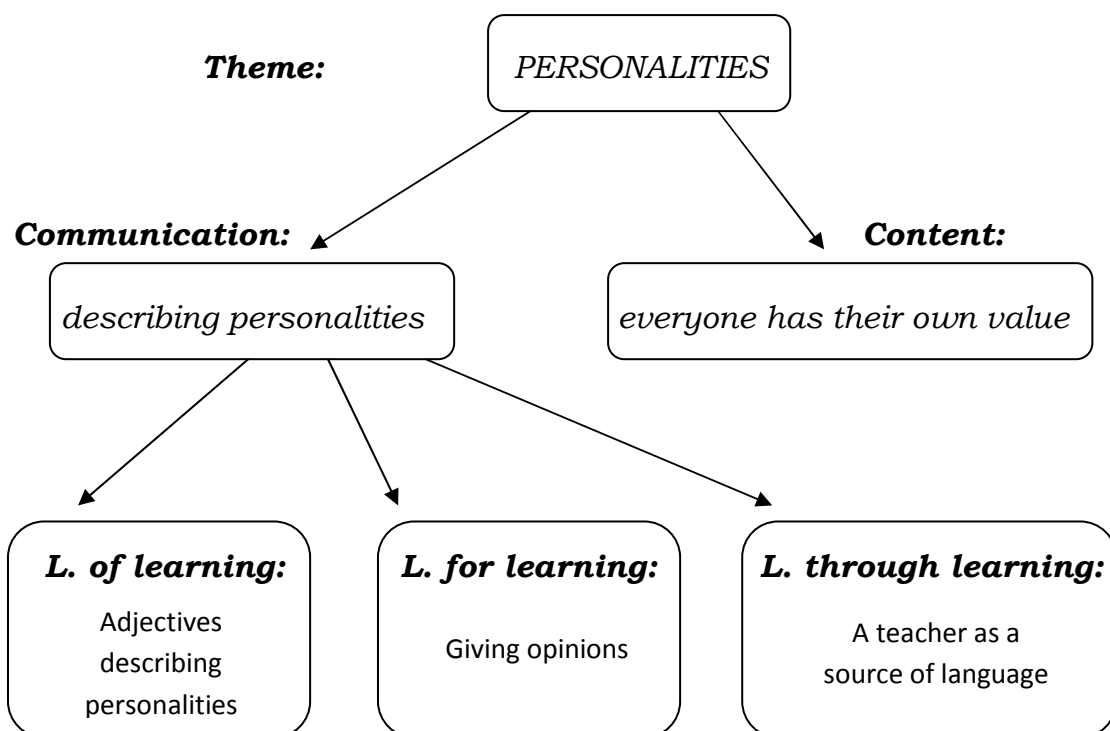
By the end of the unit learners will be able to label themselves and also each other by a lot of positive characteristics in English (knowledge).

**Assumed knowledge:** Students recognize several English words describing positive and negative characteristics. As they attend Class 9, they know each other well.

**Anticipated problem:** Students may feel embarrassed by creating such a work like a four-leaf clover.

**Materials:** Worksheets; white and coloured paper; scissors; glue; coloured pencils

## Mind Map:



## CLIL Matrix:

COGNITIVE DEMANDS	high	2	3
	low	1	4
		low	high
		LINGUISTIC DEMANDS	

## **Procedure:**

### **Stage 1: Worksheets – sorting adjectives; PW**

Aim: to extend vocabulary – positive and negative characteristic of people by means of oral and written brainstorming

Timing: 10 minutes

### **Stage 2: Speaking about oneself and the others; IW + GW**

Aim: to practice new vocabulary orally using the language that had been practiced in stage 1

Timing: 15 minutes

### **Stage 3: Creating a four-leaf clover: What is he/she like?**

Aim: to be able to value other people; to practise vocabulary in a written form

Timing: 10 minutes

### **Stage 4: Reflection; GW**

Aim: to learn to give and accept praise; to practise giving opinions orally

Timing: 10 minutes

### 10.4.2 A Four-leaf Clover: Reflection

This lesson was taught with Class 9. There are twelve students (six girls and six boys) aged from fourteen to fifteen. The Four-leaf Clover lesson represented the CLIL unit taught in an English class.

#### CLIL unit - Stage 1:

At first, as a motivation and introduction to the topic the students were asked to say one or two adjectives which describe their character appropriately, for example 'happy' or 'nervous'. Then, the lesson continued with the worksheet activity including the vocabulary which was partially known, for example 'boring', and partially new, for instance 'sensible' and 'sensitive' (see Appendix 5 n. 1). The students in pairs fulfilled the task by deciding whether the given characteristics are positive or negative. They listed them into two columns. The positivity or negativity of words was checked together with the whole class. Sometimes there were differences in opinions and the choice was up to each student.

Describing Character									
Are these words positive or negative?									
hard-working	worried	cheerful	active	curious	aggressive				
practical	sensible	modest	boring	ambitious	sensitive				
gentle	shy	generous	self-controlled	moody	independent				
friendly	reliable	intelligent	honest	nervous	lazy	tolerant			
Positive characteristics:					Negative characteristics:				
hard-working					lazy				
What's he/she like?									

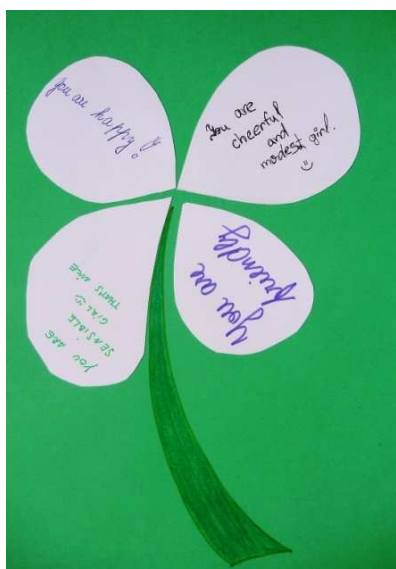
#### Stage 2:

Secondly, the students practised the new vocabulary. From each column they were expected to choose two or more characteristics of both kinds which described their own personalities. At this stage all students got the chance to speak about themselves.

After that, some students described other students and the rest of the group tried to guess whose characters fitted the descriptions.

### Stage 3:

Thirdly, the students got four white paper leaves and had to write the positive characteristics about four their classmates who



were chosen by chance. One leaf was intended for one person. In that way, they gradually created the four-leaf clovers for their classmates by sticking the white leaves with the positive characteristics of the students on the green sheets of paper. Finally, every student had their own four-leaf clover created by their classmates (see Appendix 5 n. 2). At this stage the students had to value other students

and find at least one positive characteristic for each person, write it and give the leaf to this person.

### Stage 4:

At the end of the lesson the students sat in a circle and read the messages from their four-leaf clovers. The teacher asked the students if they thought the messages were true. Thus, the students practised giving opinions with phrases like “In my opinion it’s true.” and “I don’t think it’s true.” or “I think it’s true that I am cheerful.” and “I don’t think it’s true that I am independent”. After that, the teacher asked them about their feelings no longer in English but in Czech which was necessary for the students to be able to express themselves in the final short discussion. The students who were ashamed and were not able to accept the praise were being

persuaded by their classmates. This final stage also served as a peer and self-assessment as it is usual with the Personal and Social Education theme in which the final reflection is considered an important, necessary part of the lesson which should not be omitted.

### ***Reflection:***

In terms of the content objectives and outcomes it is possible to say that they were fulfilled. The students developed their positive self-image by listening to their classmates opinions about their characters. At the reflection stage (stage 4) almost all students immersed themselves into persuading one girl who did not believe that her four-leaf clover carried their real opinions. Therefore, the content objectives were fulfilled.

Since almost all the activities mentioned in the description of the lesson were performed in English, the language objectives were also successfully completed. This was also proved during the lesson which took place the day after. At the beginning of that lesson the students wrote the description of some other students without looking for the words in the worksheets. What's more, the students were able to use the confusing words 'sensible' and 'sensitive' accurately.

In terms of the global goal - motivation, the CLIL lesson has succeeded. This time the impact of CLIL on the students' motivation was identified simply by asking about it at the end of the lesson. The present students answered the questions whether they enjoyed the lesson or not and whether they would preferred learning English in such a way, e.g. in connection to Civics, positively and by common consent. As a result, this CLIL unit positively affected the students' attitude to learning English and consequently their motivation.



## **11. Conclusion**

This diploma thesis focused on content and language integration as a means of motivation which is a key precondition for effective English language acquisition of lower-secondary English learners. The thesis is based on the examination of the theoretical and methodological principles and on the verification of this knowledge in practice.

In the theoretical part of the work, integration of content and language in general was explained. This explanation served as a basis for the examination of content and also language learning in connection to CLIL - one concrete approach which was chosen from a variety of listed options. CLIL was described from the view of connecting the two subjects which are not of a similar kind. The variability of CLIL usage at schools as well as its advantages and disadvantages were clarified.

The methodological part of the thesis focused on the fundamental principles of CLIL methodology. The process of creating a CLIL programme was also described and the concrete CLIL programme was created at the beginning of the practical part of the work. Finally the following hypothesis was formulated: the content and language integration can positively influence students' motivation to learning English and develop into an effective way of learning of both, content and language. The description and analysis of three concrete CLIL units followed. On the basis of this practical investigation the hypothesis was examined on the basis of the following research questions:

1. Is the unit in which CLIL is used effective in both directions?
2. Does the usage of CLIL influence the students' motivation positively?

In order to answer these two questions three concrete CLIL units in lower-secondary school classes (The Four-leaf Clover, The Earth Hour and The EU Founding Countries) were analysed and evaluated. These CLIL units were taught in two lower-secondary classes. 'The EU Founding Countries' CLIL unit was taught in Class 6 (21 learners) and its analysis was based on the teacher's observation and the learners' feedback obtained from the scale questionnaire (see Appendix 2).

### **Question1:**

Was the Class 6 unit in which CLIL was used effective in both directions? As the effectiveness of any lesson is based on the success or failure of the attainment of CLIL objectives, this CLIL unit succeeded in both directions. Concerning content objectives, they were fully achieved; moreover, they were even higher than the School Education Programme anticipated for a pupil at sixth grade. Apart from required knowledge of the EU, the learners were able to recognize the EU founding countries and compare their basic data to the Czech Republic. With regard to language objectives, these were also achieved, because the learners extended their vocabulary relating to the EU countries. English grammar was practised on the basis of content which the students had already been familiarized with in Civics part of the CLIL unit. This CLIL unit offered the occasion for acquiring the language naturally, because the language served as a means of communication and was acquired as well as studied. Since the lesson was efficient for both, content and language learning, the effectiveness of CLIL was proved.

## Question 2:

Did the usage of CLIL influence the students' motivation positively? The results from the scale questionnaire are shown in Table 1:

**Table 1: 6<sup>th</sup> Class Questionnaire Results**

	Low marks	Middle marks	High marks
1. Did you enjoy the lesson?	0	7 (33%)	14 (67%)
2. Do you think the lesson was interesting?	0	7 (33%)	14 (67%)
3. Would you like more lessons in which English and Civics are taught together?	2 (9.5%)	6 (28.5%)	13(62%)

The first two questions were designed to confirm one another and to find out whether the students were involved in the CLIL unit. These questions show that the students enjoyed the CLIL unit and found it interesting, although their interest varied. The important thing is seen in the fact that no single student gave the CLIL unit low marks. Even though two students said that they would not want to learn in this way, the other results are similar to the first two questions and show that most of the students would like to continue in CLIL learning. In this CLIL unit it was proved that the students can be positively influenced by the CLIL usage.

To sum up, this CLIL unit enabled the learners to experience problem learning when they found themselves in the situation which imitated the natural situation abroad; thus the real need to use language to communicate ideas was set up. While dealing with the situation almost independently they experienced success. Moreover, the meaning was included into the lesson by the fact that the English

grammar and vocabulary was taught on the basis of the familiar and interesting content. Therefore, in this unit CLIL was proved effective and had a positive impact on the learners' motivation.

'The Earth Hour' and 'The Four-leaf Clover' CLIL units were taught in Class 9 (12 learners). The analysis of 'The Earth Hour' unit was based on the teacher's observation and the learners' feedback from the scale questionnaire (see Appendix 2). The analysis of 'The Four-leaf Clover' CLIL unit was based on the teacher's observation and the learners' oral feedback.

### **Question1:**

Firstly, were the Class 9 units in which CLIL was used effective in both directions? In the CLIL unit 'The Earth Hour' the learners' responsibility to the environment by the introduction of the Earth Hour movement was developed, because their awareness to help the environment was extended. Since the learners could experience both giving and receiving positive feedback, their positive self-image was supported. Thus, the content objectives were fully achieved in both CLIL units. In terms of language objectives, during both lessons the learners' vocabulary relating to the human's character and environment was extended and even supported by their activity. In 'The Earth Hour' unit the English grammar structure was introduced and practiced on the basis of the topic known from the previous school years. This theme was developed by introducing the new but related content which interested the learners a lot. The language objectives were fulfilled. Therefore, CLIL proved effective in both directions also in Class 9.

## Question 2:

Did the usage of CLIL influence the students' motivation positively? The results from the scale questionnaire (The Earth Hour CLIL unit) shown in Table 2 are based on the answers of eleven learners, because one was excluded due to unreliability. These results demonstrate that all students enjoyed the CLIL units and with one exception they even awarded this way of learning high marks. On the whole, all students would like to continue with CLIL learning.

**Table 2: 9<sup>th</sup> Class Questionnaire Results (The Earth Hour)**

	Low marks	Middle marks	High marks
1. Did you enjoy the lesson?	0	1 (9%)	10 (91%)
2. Do you think the lesson was interesting?	0	1 (9%)	10 (91%)
3. Would you like more lessons in which English and Civics are taught together?	0	5 (45.5%)	6(55%)

These results were confirmed by the feedback from the final reflection phase of the 'The Four-leaf Clover' CLIL unit. In this case the learners were asked two questions (numbers 1 and 3) chosen from the scale questionnaire. That time all the learners answered both questions positively. In these two CLIL units it was proved and also confirmed that the learners' motivation can be positively influenced by the CLIL usage.

To summarize, these two CLIL units enabled the learners not only to learn both content and language but also to work independently and actively. Within these CLIL units the learners were so active that the teacher shifted her role of 'a guider' to 'a facilitator' and supported the learners' progress and independence. In addition,

the content which was considered interesting and enjoyable by the learners served as the basis for language learning. Consequently, these two CLIL units proved effective and had a positive impact on the learners' motivation to learning English.

As shown in the research, the integration of content and language learning can become an effective way of learning a subject matter and the CLIL usage can positively influence the lower-secondary school learners' motivation to English language learning. Therefore, the hypothesis of this diploma thesis was confirmed and the usage of CLIL approach can be recommended.

On the other hand, it is not entirely possible to say that the motivating effect proved in the CLIL units was caused only by the usage of CLIL. The effectiveness of CLIL units requires for a range of conditions which are universal for any teaching. Apart from the common teaching principles such as the positive learning environment, scaffolding, active and cooperative learning, CLIL is characterised by the dual focus which is expressed in the category of learning objectives. Therefore, CLIL is one of the motivational factors which complement the incentive system. These motivational factors such as the teacher's democratic style are needed to create a background basis. As CLIL is value-added, it is coming up after these basic requirements for learning in general are fulfilled.

In conclusion, this work has definitely brought positive and concrete results and also set some questions for further investigation in the area. Among others, it would be useful to examine the relationship between CLIL and other motivational factors and their contribution to the effectiveness of the learning process.

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## 13. Appendices

### 13.1 Appendix 1: CLIL Programme Questions

#### Reflection Points (Coyle et al. 2010, 51 – 71)

##### Reflection points

- Who are the key players needed to form a CLIL teaching team?
- How can we communicate and share our ideas?
- Do we have a shared vision for CLIL? If so, what is it? If not, how shall we construct one?
- What is our ideal CLIL classroom and what goes on there?
- In an ideal setting, what do we want our CLIL learners and teachers to be able to achieve?
- Have we achieved a vision which is 'owned' by the group and which prioritizes different elements of our vision? (i.e. What are our global goals?)

##### Reflection points

- How can we as teachers share our ideas and skills?
- Is there leadership support for CLIL? What are the implications of the support?
- Who is involved in the teaching and the learning? Subject teachers? Language teachers? General teachers? Assistants? All of these?
- What are the implications of the above for constructing our own CLIL model? (e.g. Which subjects, themes, topics and languages? Which learners, classes?)
- What are the implications of the above for less capable learners?
- Does our CLIL programme have a dominant language, subject or citizenship orientation or are these integrated? What are the implications?
- How do our global goals impact on our CLIL model?
- How do we involve the wider community, such as parents, carers and significant others?
- Have we agreed on contextual opportunities and constraints?

##### Reflection points

- Is there a choice of content? If so, which is the most appropriate for our CLIL setting?
- Do we have to use an existing syllabus or curriculum?
- How will we select new knowledge, skills and understanding of the theme to teach?
- What will the students learn? (i.e. What are the learning outcomes?)
- Is progression in learning taken into account?
- Do we have to prioritize the content to be included?
- How does the content develop our global goal(s)?

#### Reflection points

- Use a taxonomy of thinking skills such as Bloom's (1956) or Anderson and Krathwohl's (2001) for reference (refer to Chapter 3). Which cognitive skills seem to be most appropriate for development in terms of the content?
- Are we encouraging the use of higher-order thinking (HOTS) such as hypothesizing and problem solving as well as lower-order thinking (LOTS) such as remembering, understanding and applying new knowledge?
- Which activities or task types are likely to encourage the development of these skills?
- How do we deal with the linguistic demands of these tasks to ensure linguistic progression?
- What kind of questions must we ask in order to go beyond 'display' questions and present students with challenging problem-solving, hypothesizing, analysing and evaluation tasks?
- What kind of questions do we want our learners to ask?
- Have students been given opportunities to discuss their new knowledge and understanding?
- How do we know what the students have learned? How are our formative assessment tasks used to inform further learning?
- How does/do our global goal(s) fit with developing cognition?

#### Reflection points

- What type of language (genre) does this subject or theme use? How shall we ensure learners have access to this?
- Define the content-obligatory language, such as key words, phrases and grammatical demands of the unit (e.g. the language of discussing, hypothesizing, analysing). How is this introduced and practised?
- What kind of talk do learners need to engage in and how do we build in progression over time? (e.g. the extension of the language of discussion over several lessons)
- What is the most effective way of teaching the language of learning? (e.g. specific tasks, content-embedded practice, grammar rules)
- Which of the identified language and skills shall we target for development in this particular unit?

#### Reflection points

- What kind of language do learners need to operate effectively in this CLIL unit?
- What are the possible language demands of typical tasks and classroom activities? (e.g. how to work in groups, organize research)
- How will these be taught?
- Which language skills will need to be developed? (e.g. discussion skills)
- How are we developing metacognitive strategies? (Learning how to learn - e.g. reading strategies, comprehension strategies)
- How can learning be scaffolded (supported) by the teaching and learning of specific language? (e.g. language used to seek additional information, assistance, explanation and access to other sources)
- How do students practise their new language and recycle familiar language?
- Have we prioritized the language for learning in this unit in relation to the content? (i.e. what students need to know at which stage of the content - e.g. focus on developing reasoning, making a case)
- Is the language which is used to assess the learning accessible to the learners?

### Reflection points

- What necessary language functions and notions do the students know already? How can these be practised and extended?
- What strategies can our learners use to access new language for themselves?
- When new language emerges, how shall we capture and select language for further development?
- How can we define language progression in this unit?

### Reflection points

- Which materials/units are already available? How appropriate are they?
- Which resources need adapting and how?
- Which resources can be accessed via the Internet?
- Are there CLIL materials banks in our region? If not, how can we create them?
- How do we extend our repertoire of tasks and activities?
- Can we share lesson plan templates across institutions and contexts?
- What makes a good CLIL lesson?
- How can we ensure cohesion between our teaching aims and the learning outcomes?
- How can we plan for learner progression noting that, from a holistic view, students are not expected to develop across the 4Cs at the same rate (this will depend on the type of unit)?

### Reflection points

- What methods can we use to evaluate what we have done and identify lessons learned?
- How can we feed into the next cycle what was successful and change what was not?
- Can we review progress with colleagues using LOCIT?
- How can we network and share materials with others?
- How can we network with other teachers and students outside our school?
- Where can we find more good ideas?
- How does this experience enable us to reflect on our own professional learning? What works well? What doesn't, and what must we do as a result?
- Are we constructing our own theory of practice? If so, can we talk it through?



## 13.2 Appendix 2: Questionnaire

### The motivational questionnaire:

**Tabulka hodnocení**  
Odpovězte podle vlastního názoru. Udělej na čáře značku tak, aby přesně vyjadřovala tvůj postoj.

1. Jak se ti líbila hodina?

málo \_\_\_\_\_ středně \_\_\_\_\_ velmi \_\_\_\_\_

2. Myslíš, že ses naučil něco z OV?

málo \_\_\_\_\_ středně \_\_\_\_\_ velmi \_\_\_\_\_

3. Myslíš, že ses naučil něco z AJ?

málo \_\_\_\_\_ středně \_\_\_\_\_ velmi \_\_\_\_\_

4. Byl jsi aktivní?

málo \_\_\_\_\_ středně \_\_\_\_\_ velmi \_\_\_\_\_

5. Byla pro tebe hodina zajímavá?

málo \_\_\_\_\_ středně \_\_\_\_\_ velmi \_\_\_\_\_

6. Chtěl bys více hodin, ve kterých se učí AJ a OV společně?

málo \_\_\_\_\_ středně \_\_\_\_\_ velmi \_\_\_\_\_

## 13.3 Appendix 3: The EU Founding Countries Materials

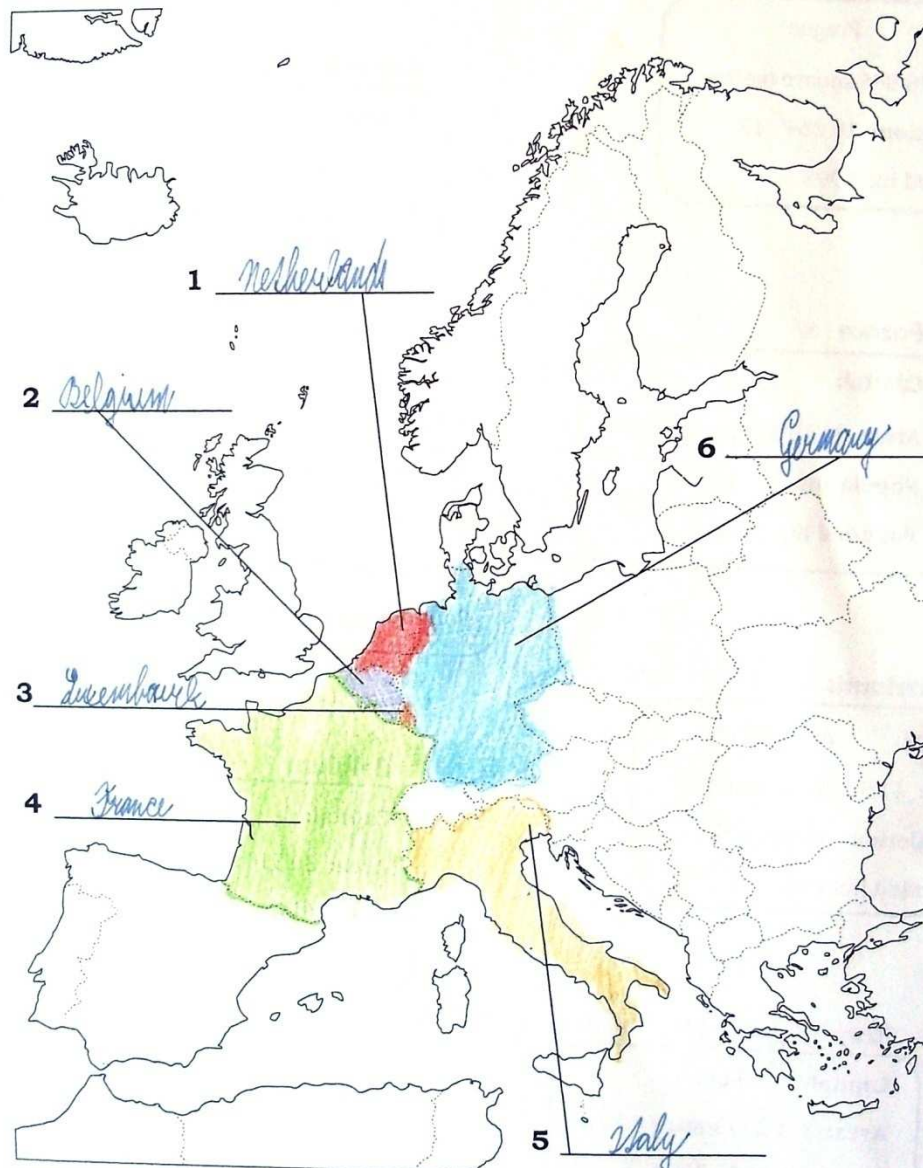
### 1. The EU countries worksheet



## 2. The EU founding countries worksheet A

### The EU Founding Countries

1. Name as many countries as you remember.
2. Colour in the six EU founding countries.





### 3. The EU founding countries worksheet B

3. Compare the Czech Republic to the EU founding countries. Use these words:

big / large

small

populated

old

young

**The Czech Republic**

*is bigger than Luxembourg*

Capital: Prague

Area: 78 886 square metres

Population: 10 264 212

Founded in: 1993

**Luxembourg**

*is the smallest country*

Capital: Luxembourg

Area: 2586 square metres

Population: 442 972

Founded in: 1815

**France**

*is more populated than The Czech Republic*

Capital: Paris

Area: 547 030 square metres

Population: 60 180 529

Founded in: 1958

**Germany**

*is more populated than France*

Capital: Berlin

Area: 357 022 square metres

Population: 83 029 536

Founded in: 1919

**Netherlands**

*is more populated than Belgium*

Capital: Amsterdam

Area: 41 526 square metres

Population: 15 981 472

Founded in: 1568

**Belgium**

*is less populated than Netherlands*

Capital: Brussels

Area: 30 510 square metres

Population: 10 289 088

Founded in: 1830

**Italy**

*is more populated than France*

Capital: Rome

Area: 301 230 square metres

Population: 57 715 625

Founded in: 1861

## 13.4 Appendix 4: The Earth Hour Materials

### 1. Matching exercise

Match:

- 
- c) 1. Use public transport
- a) 2. Walk the stairs
- b) 3. Use energy-saving bulbs
- d) 4. Not leave the tap running when I brush my teeth
- e) 5. Wear a sweater or sweatshirt when I'm cold
- f) 6. Switch off the lights
- g) 7. Not use air condition
- h) 8. Plant trees
- i) 9. Use my own bag when I go shopping
- j) 10. Use recycled paper
- a) Chodit po schodech
- b) Používat úsporné žárovky
- c) Používat veřejnou dopravu
- d) Zhasnout světla
- e) Nepoužívat klimatizaci
- f) Nenechat vodu téct při čištění zubů
- g) Používat recyklovaný papír
- h) Obléknout si svetr nebo mikinu, když je mi zima
- i) Sázet stromy
- j) Používat vlastní tašku, když jdu nakupovat



## 2. Writing exercise

**I'd like to take an action for the Earth.**

**What would you do if you were me?**

(Write sentences. Use the cues and your own ideas.)

*If I were you I'd ride a bike to school.*

*If I were you I'd use public transport*

*If I were you I'd walk the stairs*

*If I were you I'd switch off the lights*

*If I were you I'd use recycled paper.*

*If I were you I'd use energy-saving bulbs.*

*If I were you I'd use my bag when I go shopping.*

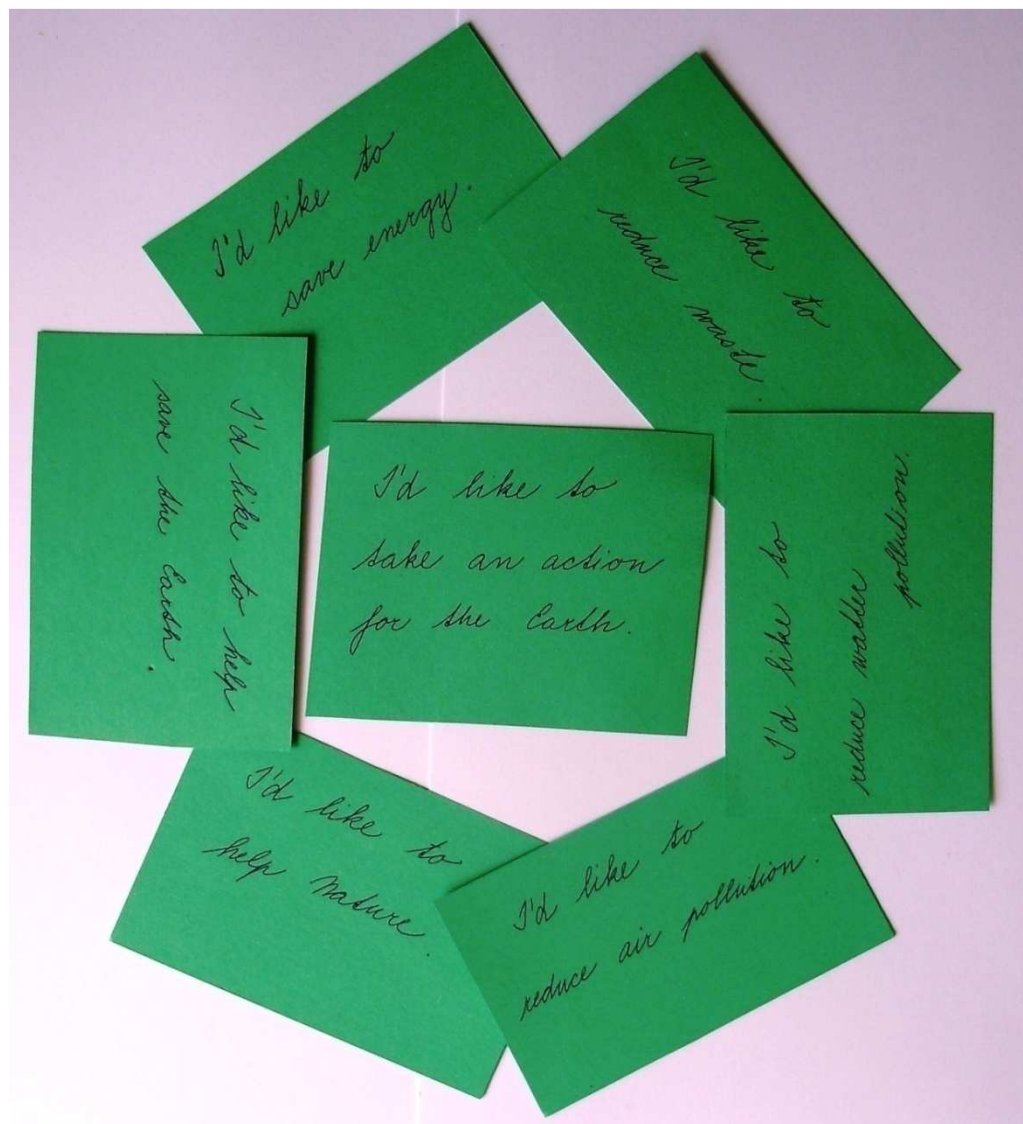
*If I were you I wouldn't use (ling)*

*If I were you I wouldn't smoke*

*If I were you I wouldn't switch on TV*

22

### 3. Speaking exercise: cards with 'I'd like to...' statements



## 13.5 Appendix 5: The Four-leaf Clover Materials

### 1. Describing character worksheet

### Describing Character

Are these words positive or negative?

~~hard-working~~

worried

cheerful

active

curious

aggressive

practical

sensible

modest

boring

ambitious

sensitive

gentle

shy

generous

self-controlled

moody

independent

friendly

reliable

intelligent

honest

nervous

~~lazy~~

tolerant

Positive characteristics:  
*hard-working*

Negative characteristics:  
*lazy*

What's he/she like?

## 2. The example of the four-leaf clover

